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ABSTRACT

This is the first of three books in a series providing a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Useful terms and expressions are taught through crossword puzzles, experience stories, picture sequencing, flip books, word closure and other exercises. This book covers skills and processes relating to dusting, washing tables and countertops, washing windows, and washing dishes. Sample form letters to parents, skills profiles, and lists of goals and objectives are included for reproduction. An introductory chapter discusses the program rationale, chapter components, and guidelines for implementing a training program based on this system. Includes 12 references. (PB)

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HOUSEWORK

Words and Chores for Daily Living Skills

BOOK 1

by Anita Marcott Riley, M.A., CCC-SLP
and
Paula A. Farmer Whitted, M.A.

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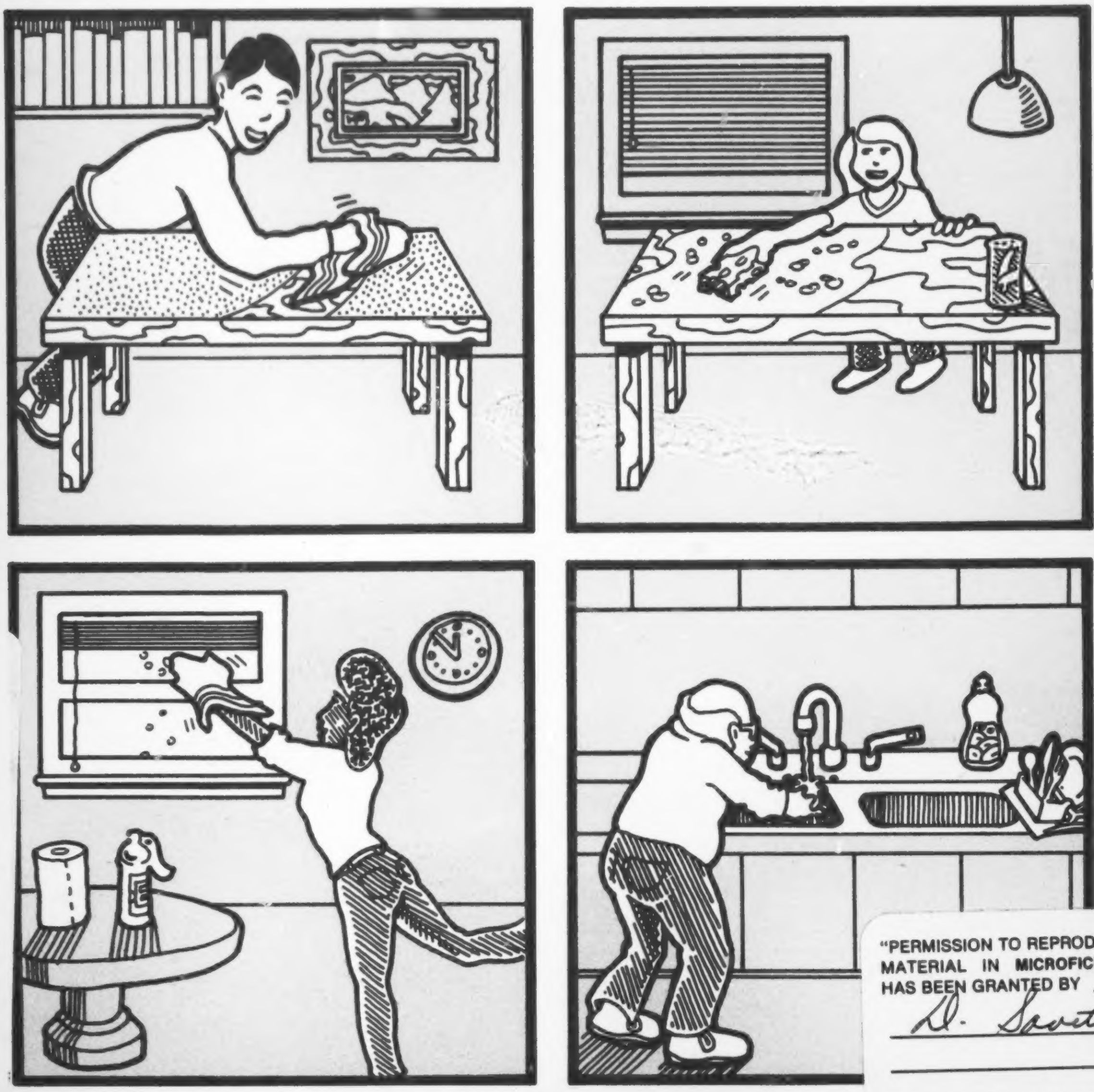

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BOOK 1

HOUSEWORK

Words and Chores for Daily Living Skills

by Anita Marcott Riley M.A., CCC-SLP
and
Paula A. Farmer Whitted, M.A.

Illustrations drawn under contract
by Howard Fridson

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Publications by Anita Marcott Riley
available through Communication Skill Builders:

Evaluating Acquired Skills in Communication (EASIC) (1984)
Autistic Behavior Composite Checklist and Profile (1984)
After School Communication Activity Book (1987)

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Introduction

In recent years the importance of integrating handicapped individuals into the mainstream of society is increasingly recognized. In the past society has viewed individuals with moderate to severe impairments as having only a limited need of educational and rehabilitative services. Through research, educators have discovered that training these individuals in functional living skills facilitates the transition from institutional living to more self-sufficient environments.

The *Housework* series was developed using research literature and our years of educational experience with mildly, moderately, and severely handicapped individuals. In this series we address the essential housekeeping skills and why they are important. Materials, activities, and possible teaching strategies are described. Because there are only a few functional materials on the market related to housekeeping chores, much of our teaching has required that we develop our own materials. Moderately and severely handicapped individuals need highly structured curricular and instructional approaches; these are presented in *Housework*. A major theme in the series is the importance of a task-analytical approach to teaching. Another point is the practicality and adaptability of the household chores that are included in this series. Each task can be trained in the natural environment or a simulated environment, such as home, school, or workplace. Learning these chores will help individuals to become more independent.

Housework is written for persons who work with moderately to severely handicapped individuals, including adults with aphasia who need to be retrained in basic housekeeping skills after a stroke or cerebral trauma. The involvement and cooperation of family members, working with instructional staff, will effect positive change and learning in this population of handicapped individuals.

Purpose

The purpose of the *Housework* series is to provide a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Materials for assessing, programming, and teaching functional daily living activities are included. The *Housework* books provide a wide range of activities and materials related to a variety of daily living tasks.

Housework Book 1 contains four chapters: Dusting, Washing Tables and Countertops, Washing Windows, and Washing Dishes. *Housework* Book 2 also contains four chapters: Emptying the Trash, Sweeping the Floor, Vacuuming the Carpet, and Mopping the Floor. There are three chapters in *Housework* Book 3: Making the Bed, Doing the Laundry, and Cleaning the Bathroom.

Lessons are provided in each chapter. These lessons incorporate receptive and expressive language. Generally, the simplest lesson within a learning area is given first, and the following lessons progress in difficulty. However, some lessons provide a wide range of complexity within one area and therefore do not allow for strict adherence to a hierarchal format. Annual goals and behavioral objectives are included. Procedures for one to three activities are given in a sequence from easy to difficult. A list of materials needed is provided for each activity. Pictures and worksheets are included for many activities.

Chapter Components

Each chapter contains two letters which explain the individual's current area of work, a series of fourteen receptive and twelve expressive lessons, a Skills Profile, and a form for recording goals and objectives. Some lessons have both a receptive and expressive component. For example, word search puzzles require sight word recognition (a receptive task) and also the circling of those words (a written expression exercise). Crossword puzzles require reading and comprehension of words and clues before the individual is required to copy or write the key word from memory. These two tasks have been placed in the receptive language category because they require a greater amount of comprehension before written expression.

Each *Housework* book contains chapters that help to teach important housekeeping tasks. The instructor will select the most relevant and developmentally appropriate housekeeping tasks for each individual. Several considerations are necessary in making this decision. First, how important will the task be to the individual's independent functioning? Is the task one that should be done daily, weekly, or monthly? Does the task have vocational potential? If the individual learns the task, might it lead to an employment opportunity? Is the task, or one similar to it, a prerequisite for learning and accomplishing future tasks? The developmental level required by the task also must be evaluated. Is the task too easy or too difficult for the individual's current level of functioning?

The instructor might look at a task such as washing windows and make the following considerations. The task, in and of itself, is not essential to maintaining a home environment. However, chores such as cleaning mirrors and washing walls are similar to the task of washing windows. Although not required on a daily basis in the home, the versatility of learning to wash windows, mirrors, and walls gives this task more significance than originally thought. An individual cleaning the bathroom might need to routinely wash mirrors and wipe walls. Similarly, an individual doing janitorial work might routinely have to wash windows, mirrors, and walls. Therefore, the task may have vocational training potential. If the individual can already wash tables and countertops (which is a slightly easier task developmentally), washing windows might be the next relevant and developmentally appropriate task. The instructor should reinforce the performance of this task routinely. Repetition and reinforcement may help to strengthen work skills, such as increasing the amount of time the individual can remain on task, improving the ability to follow directions, and developing the individual's knowledge of various formats related to activities used in learning the task.

Although a wide range of activities is provided in each chapter, an individual may not necessarily work on all activities as part of an individualized program. When selecting lessons, it is imperative that the instructor consider the individual's abilities and disabilities, current functioning level, projected potential, interests, and need for training in specific areas. A person with a severe impairment may not ever have the need or the ability to work on a crossword puzzle; however, it might be essential for that individual to learn to recognize the objects needed for a task and be able to follow sequenced picture directions. An adult stroke patient may be able to recognize the objects needed for the task but may need practice in sequencing the steps and pictures. That individual also may need to practice reading and understanding the meaning of written words associated with the task; activities such as the crossword puzzles will provide opportunities for that practice.

Another important consideration is whether adjustments must be made within any given activity or lesson to meet individual needs. For example, the arrangement of sequenced steps in a task may not coincide with the procedure commonly used in the individual's environment; or an individual's physical disabilities might preclude using the steps in the arrangement given in the text. If procedures are changed, it is essential that all persons working with the individual decide on the order in which the steps should be implemented. Everyone involved in training must then use the same sequence of steps and procedures so that consistency is provided and optimal learning is facilitated. Sometimes it is helpful to change the terminology given in the text. Regionalisms, ethnic differences, and family preferences in words used to refer to specific items must be considered. It is imperative that the terms used with the individual be those that are most familiar and frequently heard in the environment.

The instructor must appraise a number of things before beginning a training program. Individual abilities must be assessed and needs must be prioritized. Once a housekeeping task has been selected, the individual's skills can be assessed, using the Skills Profile provided in each chapter. The instructor presents relevant activities from the chapter. The individual's performance is appraised and scored as Skill Accomplished, Skill Emerging, or Skill Not Yet Developed. Performance of 90% or better is generally considered as an accomplished skill; those activities which are performed at a 40% to 90% range are usually considered to be emerging; and those in which the individual scores lower than 40% range are assessed as skills not yet developed. Based on this performance information, the instructor then prioritizes and selects those goals, objectives, and activities that are most appropriate to the individual's ability, potential, and needs. The instructor then checks the selected goals and objectives and specifies the criteria for performance by filling in the appropriate spaces in the Goals and Objectives sheet.

Description

In the following paragraphs, each component within the chapters is described briefly. This information will enable the instructor to quickly evaluate the appropriateness of a page or lesson without reading through the entire text. The lessons are listed in the order in which they are presented in each chapter of the text.

Letter #1—A reproducible letter written to parents, family members, or residential training or group home staff, using the pronoun "we" as a group or class, to explain current work and lessons.

Letter #2—A reproducible letter to family or significant caregivers from the individual, written in the first person ("I"), explaining current work and lessons.

Vocabulary List—A list of relevant words and an illustration depicting objects involved in the task. The vocabulary may be modified to conform to individual or regional differences in terminology.

Steps—A task-analyzed skill is broken into a sequence of small steps which are written and illustrated in the Flip Book. Pictures of the steps contained in the Flip Book must be duplicated for individual use. It may be helpful to color the pictures, mount them on poster board, laminate them, and then assemble the pictures on a ring. The Flip Book pictures and Steps may be modified or rearranged to coincide with procedures used in the environment or to meet individual needs due to physical or other disabilities.

Receptive Language Tasks

1. Object Recognition—Activities to teach the individual to recognize objects when they are named, given a limited choice of items.
2. Recognition of Objects Needed for a Routine Task—Activities to teach the individual to recognize objects needed for the task and discriminate those that are unrelated.
3. Picture Search—A worksheet that requires the individual to recognize and discriminate pictures of items needed from those unrelated to the task. The individual is required to circle the appropriate pictures.
4. Recognition of Action Pictures—An activity that requires the individual to recognize action pictures from a sequenced picture book, called a Flip Book. The individual is given a choice of three pictures at a time.
5. Follow Single-Step Directions—An activity that requires the individual to complete the task, one step at a time, when given oral directions and pictures from the Flip Book.
6. Respond to Simple Questions--An activity that requires the individual to respond to a series of questions relevant to the task by choosing the correct Flip Book pictures. Two levels of difficulty are included on the Simple Questions worksheet.

7. Follow Sequenced Picture Directions—An activity that requires the individual to carry out the task when provided with a Flip Book containing sequenced pictures that illustrate the steps of the task.
8. Picture Sequencing—A task that requires the individual to arrange pictures from the Flip Book in the appropriate order. The number of pictures presented at one time can vary with the individual's ability.
9. Word Search—A worksheet that requires the individual to recognize and discriminate between words that name items which are related to the task from unrelated items. The individual is required to circle the appropriate words. Then the correct words are copied on the bottom of the page.
10. Word Closure—A worksheet that requires the individual to fill in the missing letters of words related to the task. There are three levels of difficulty.
11. Word, Phrase, or Sentence Match—An activity that requires the individual to match picture cards to correlated words, phrases, or sentences.
12. Word Search Puzzles—Activities that require the individual to recognize and circle task-related words within puzzles. There are three levels of difficulty.
13. Crossword Puzzles—Worksheets that require the individual to fill in the missing words. There are three levels of difficulty. Level 1 requires copying the words only; Level 2 requires the individual to read the word and clue, then copy the word in the appropriate space; and Level 3 requires the individual to read the clue, think of the appropriate word, and write it in the proper space.
14. Shopping and Understanding Money—An activity that requires the individual to use an illustrated shopping list, select items from a simulated store, and pay for the items, using small amounts of money.

Expressive Language Tasks

1. Label Objects or Pictures—An activity that requires the individual to use an expressive communication system to name objects and pictures of objects that are related to the task.
2. Request Objects Needed for a Routine Task—An activity that requires the individual to use an expressive system of communication to ask for necessary objects.
3. Label or Request Actions—An activity that requires the individual to express action words to describe real or pictured actions from the Flip Book.
4. Express Action Steps, Using a Word, Phrase, or Sentence—An activity that requires the individual to describe real or pictured actions using words, phrases, or sentences.

5. Answer Simple Questions—Activities that require the individual to use an expressive system of communication to respond to simple questions. There are two levels of questions.
6. Request Objects, Using a Sentence—Activities that require the individual to use a sentence format of expressive communication when requesting objects needed to carry out the task.
7. Request Help—Techniques to facilitate the individual's spontaneous requests for help when carrying out the task.
8. Indicate Completion—Techniques that require the individual to use an expressive communication system to indicate when a task has been completed.
9. Request Information—Activities that facilitate the individual's spontaneous and appropriate requests for needed information when carrying out the task.
10. Express Varied Sentence Structures and Pragmatic Functions—Activities that facilitate the individual's use of varied sentence structures for different communication purposes.
11. Express and Read an Experience Story—Simple stories about the individual's experiences when carrying out the task. The individual is required to use an expressive communication system to tell the story.
12. Name Coins and Express Value of Money—An activity that provides a simulated shopping experience. The individual is required to express money-related concepts.

Recordkeeping Forms

Skills Profile—A chart of all the receptive and expressive lessons which provides a system for scoring the individual's performance, scored using the categories of Skill Accomplished, Skill Emerging, and Skill Not Yet Developed. Space is provided for recording data for five evaluation periods.

Goals and Objectives—A series of annual goals and performance objectives that correlate with all lessons provided in the chapter. It provides a quick system for checking off desired goals and objectives, which allows for immediate planning of an individualized program by the instructor.

Rationale

The need to learn daily living and domestic skills is critical for individuals with moderate to severe mental impairment. This is particularly true in community living, rehabilitation, and special education facilities.

Successful integration into the community involves more than just moving into new living facilities. A lack of domestic skills is a key factor in an individual's failure to adjust to community living (Crnic and Pym 1979; Nihira and Nihira 1975; Schalock and Harper 1978). Educators and vocational training specialists agree that moderately and severely impaired individuals must receive equal amounts of domestic daily living training and vocational education (Wehman, Renzaglia, and Bates 1985; Boyan 1978; Cuvo and Davis 1981). Also, the more severe the individual's impairment, the greater the need for domestic skills training prior to placement in a community living facility. The curriculum for moderately to severely impaired individuals should be largely that of domestic skills training, and training should begin at a very early age (Boyan 1978).

Domestic skills training should occur not only at the secondary but also at the elementary level (Boyan 1978; Crnic and Pym 1979; Cuvo and Davis 1981; Nihira and Nihira 1975; Snell 1981). It is imperative that this training be done in a logical and systematic manner in order to provide the best opportunities for success. Wehman, Renzaglia, and Bates (1985) outlined a nine-step hierarchy necessary for delivering relevant domestic and daily living training to moderately and severely impaired individuals. It included:

1. The need for assessing current and potential home settings and the skill requirements for each setting.
2. Assessment of the individual's current functioning skill levels.
3. A prioritized list of skills to be trained.
4. A task analysis of the priority skills.
5. Identification of the instructional setting and materials.
6. An instructional program.
7. A means of evaluating progress.
8. Placement of the individual into a community domestic setting.
9. Training generalization and skill maintenance follow-up.

A number of critical elements outlined in this nine-step hierarchy have been incorporated in the *Housework* series. A task analysis is included in each chapter; therefore, each specific housekeeping chore being taught provides the instructor with one method for assessing the individual's current level of functioning. Documentation of the assessment might be recorded on either the Data Chart or the Skills Profile. The *Housework* series provides a variety of activities related to the actual housekeeping chore. These vary from the simple task of object recognition to the complex task of reading experience stories. An individual's performance can be evaluated and the results indicated on the Skills Profile. The instructor must examine and prioritize those skills that are necessary for the individual to learn. Then, appropriate goals and objectives can be selected from the list provided at the end of each chapter and correlating activities can be chosen from the text. The goals, objectives, and activities must be within the individual's developmental range. As the activities are carried out, progress can be monitored through the use of data charts. Materials and worksheets are designed to be shared with the individual's family or significant caregivers. This will facilitate generalization into the individual's home environment.

Implementing a Training Program

1. *Assessment*
   The instructor must evaluate an individual's current level of functioning in basic housekeeping tasks. Formalized tests may be used, including *Skills to Achieve Independent Living (SAIL)* (1979), *Independent Living Skills Inventory* (Vogelsberg et al. 1980), and *Description of the Living Environment Needs Inventory (LENI)* (Johnson). The instructor also may evaluate informally the individual's competencies on a specific task, using the Skills Profile or the Steps worksheet with a data sheet. Input from family and significant caregivers is essential in acquiring an accurate assessment of the individual's functioning level. This information should be incorporated with other formal and informal assessment data to acquire an accurate picture of the individual's overall abilities.

2. *Prioritizing Skills for Training*
   The instructor must evaluate an individual's developmental level and functional abilities in carrying out a task when prioritizing the housekeeping skills to be taught. The individual's current and projected needs and potential for learning a specific task also must be considered. The value of a task as a vocational skill and its status as a prerequisite skill for future tasks also are valid considerations. Input from family and caregivers is essential in developing the most relevant skill priority list.

3. *Realistic Materials and Natural Environment*
   An individual's home is the place where most functional skills are used. That environment or one that is a close simulation are the most appropriate training facilities to provide an individual with the best opportunity for success. It also is important to use as many real materials as possible when teaching a task. This will minimize the need for extensive maintenance and skill generalization.

4. *Cross-Environmental Training*
   It is highly improbable that a severely impaired individual will learn to initiate and generalize a task unless training has taken place in a variety of settings with variable prompts and natural stimuli. Therefore, it is imperative that any task learned in an educational or training facility also must be implemented and generalized into the individual's home and work environments. Training in several pertinent locations is called a cross-environmental approach. This model is recommended by many researchers and specialists in both rehabilitation and special education.

5. *Role of Instructor, Support Staff, and Families*
   Training that takes place in both the classroom and the individual's natural environment is called the classroom-community model (Wehman, Renzaglia, and Bates 1985). An integrated therapy approach is recommended to facilitate successful involvement of support staff in that model. Various support staff provide extensive in-service training and suggestions for functional integration of therapy activities into daily routines for the teaching staff, trainers, family members, and significant

caregivers. In-service training helps to minimize problems in the area of generalization. It also facilitates family involvement in the special education student's Individual Education Plan required by P.L. 94-142.

6. *Task Initiation and Maintenance*
   Once a skill is learned and has been generalized, it is important that it be maintained on a regular basis. It also is important that the individual learn to recognize when the task needs to be carried out and initiate it at that time. This might be done on a scheduled basis for more severely impaired persons or through recognition of environmental cues for an individual who is less impaired.

7. *Task Analysis*
   The use of pictures to illustrate tasks is a successful approach for teaching moderately and severely impaired individuals simple domestic tasks such as cooking, cleaning, and making beds (Robinson-Wilson 1977; Spellman et al. 1978). The *Housework* series provides eleven chapters of task-analyzed illustrated Flip Books and Steps worksheets. The Flip Books contain illustrations of how to carry out the chores; a simple text accompanies the pictures. Initially, the individual must be taught how to use the Flip Book while carrying out each step of the task. Once an individual learns the mechanics of each step, can relate the Flip Book picture to the appropriate action, and can proceed from one picture to the next, it is likely that the individual can learn to carry out the task with little or no supervision. Even nonreaders can be successful when using a pictorial task-analysis approach.

8. *Forward and Backward Chaining and Cluster Training*
   It may be easiest to teach a task using forward or backward chaining or to train clusters of steps when a task has many steps.

   In forward chaining, one step is taught until criterion is reached. Then a second step is added. Once the first and second steps are combined and taught to criterion, a third step is added. This format is followed until all steps are mastered.

   Similarly, backward chaining teaches the last step first until criterion is reached. The next-to-last step is then added on and both are taught to a specified criterion level. This procedure is followed until all steps are chained together in reverse order. One advantage of backward chaining is that the individual always completes the task by finishing the last step or steps of the task and therefore experiences success.

   Another method is to teach a cluster of steps to a criterion level. Once the criterion is met, the next cluster of steps is chained or added. This procedure is used until all steps have been mastered.

   It is important to compare training procedures such as forward and backward chaining or cluster training in order to establish the most successful approach for the individual.

9. *Modeling*
   In modeling, the instructor performs the task while the individual observes. It is important to present a model when first teaching a task. Once the individual is familiar with the task, use modeling only when prompts and cues are ineffective.

10. *Prompts and Cues*
    Prompts or cues are frequently used to support and facilitate the learning process. They can range from the very intrusive use of manipulation and physical prompts to an unobtrusive look, pause, gesture, or word. It is important for the instructor to develop a hierarchy of cues which are appropriate for the individual and relevant to the task. When training, the instructor should use the least intrusive prompts possible, which then are reduced and eliminated until the individual can carry out the task independently.

11. *Reinforcement*
    It is important for the instructor to praise the individual for attempting or completing a task, using age-appropriate reinforcers. The more severe the individual's impairment, the more concrete the reinforcement must be. Food, tokens, and stickers are examples of that type of reinforcer. It is desirable to use more natural reinforcers, such as verbal praise, whenever possible. The use of normalized language when giving compliments helps the individual learn to appreciate normal social interactions.

12. *Data Collection*
    In many learning activities, it is important to collect data on the individual's performance and record that information on a data chart. This will provide the instructor with feedback on the success of the training program over a period of time. It also may provide useful insights into problem areas, give information about learning styles, and pinpoint types of cues that are effective for the individual. The instructor may decide to alter the manner in which a task is presented or the reinforcers used, based on the data collected. A Data Chart is provided. (See page 399.) It may be necessary to adapt this chart or develop a system that is more relevant to the needs of the individual.

13. *Precautions and Safety Measures*
    It is important to teach and follow safety precautions when training an individual in housekeeping skills. Cleaning products, sharp utensils, and electrical appliances all present potential hazards. The instructor must be sure the individual will not eat harmful items or put them near the mouth. Safe substitute cleaners, such as vinegar water, should be used until the instructor is sure the individual can safely handle cleaning products. The individual must be taught proper procedures for handling sharp utensils and electrical appliances. Close supervision is essential when teaching the use of these items.

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Chapter 1

Dusting

Letter #1 to Parents or Significant Caregivers

Dear ________________________________ ,

Dusting is a job that must be done often in order to keep things neat and clean. Lint and dirt in the air cause furniture to gather dust. It is important for us to talk about our work as we are carrying out this chore. As we talk about the actions we are doing and the objects we are using while working, we must practice our new vocabulary and use our best sentences. All the important words we are learning are listed on the worksheet, Vocabulary List for Dusting. You can help us look at that worksheet and find all the things named in the vocabulary. The steps that we will use are listed on the worksheet, Steps for Dusting. We will be learning and practicing these steps in activities that teach us various parts of the task. Activity worksheets will be sent to you regularly. They will tell us how to do the activities. Please keep the worksheets in a folder so that they will not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help us learn to perform this task in different settings.

We must practice this chore often and in many places. We can dust the coffee and end tables in the living room, the nightstand and dresser in the bedroom, and the table and chairs in the dining room. We must learn to carefully remove and replace any objects that are on the furniture, judge when the furniture needs to be dusted, and learn to apply an appropriate amount of furniture polish. We must be careful not to get furniture polish on the upholstered furniture or carpet, and we must avoid getting any polish around our eyes or mouth. When we are finished, help us evaluate our work. It is important for us to talk about our work with family and friends so that we can share our knowledge with others.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents or Significant Caregivers

Dear ________________________________ ,

I am learning how to dust the furniture. It is important for me to learn to recognize when the furniture needs to be dusted and to judge the proper amount of furniture polish to use. I must also learn to be careful when moving and replacing pieces of furniture when I am dusting. I am learning the vocabulary and language used in this chore. I need to talk with others about my work so I can improve my sentence structure and increase my vocabulary. All the important words I am learning are listed on the worksheet, Vocabulary List for Dusting. You can help me look at the pictures on that worksheet and find all the things named in the vocabulary. The steps that I will use are listed on the worksheet, Steps for Dusting. I will follow those steps to learn various parts of the task in many different activities. Activity worksheets will be sent to you regularly. They will tell me how to do the activities. Please keep the worksheets in a folder so they will not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help me learn to perform this task in different settings.

I must practice dusting often at appropriate times at home. I can dust the coffee and end tables in the living room, the nightstand and dresser in the bedroom, and the table and chairs in the dining room. I must learn to judge when the furniture needs to be dusted. I must be careful when moving objects on and off the furniture, and I must also be careful not to get furniture polish on the upholstered furniture and carpet. It is important for me to keep the furniture polish away from my eyes and mouth. When I am finished, help me evaluate my work. It is important for me to talk with family and friends about my new skill. Being recognized for my contribution to the upkeep of our home is important to my sense of self-worth and also is a great motivator.

____

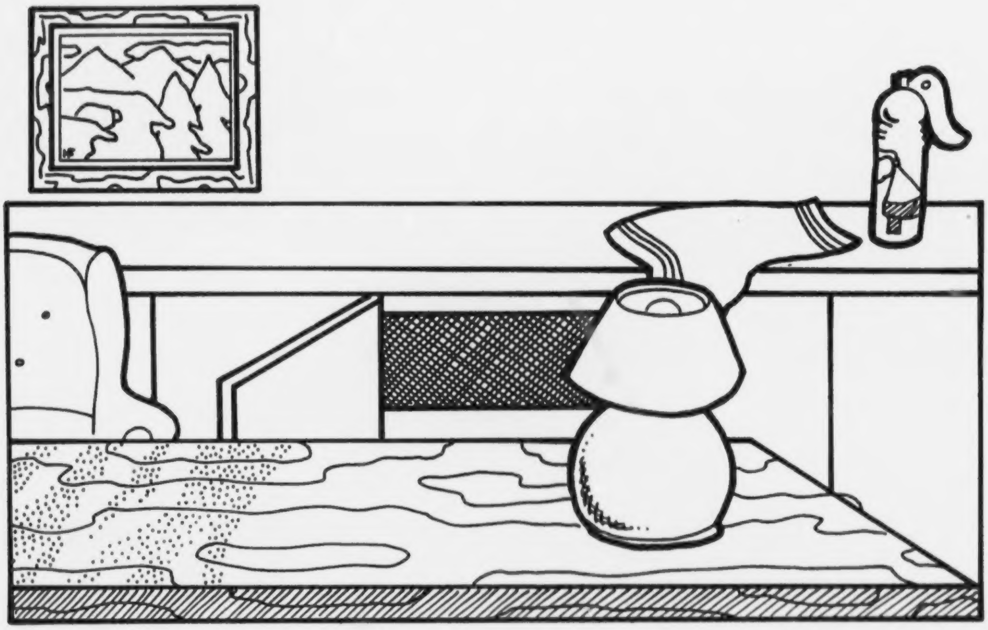
(Individual's name)

____

(Staff member's name)

Vocabulary List for Dusting

dust cloth
furniture polish
dust
furniture
objects
spray
wipe
top
sides
small amount
all
replace
storage place
return
move
dirty
aside
floor
surface
bottom
clean
piece
damaged

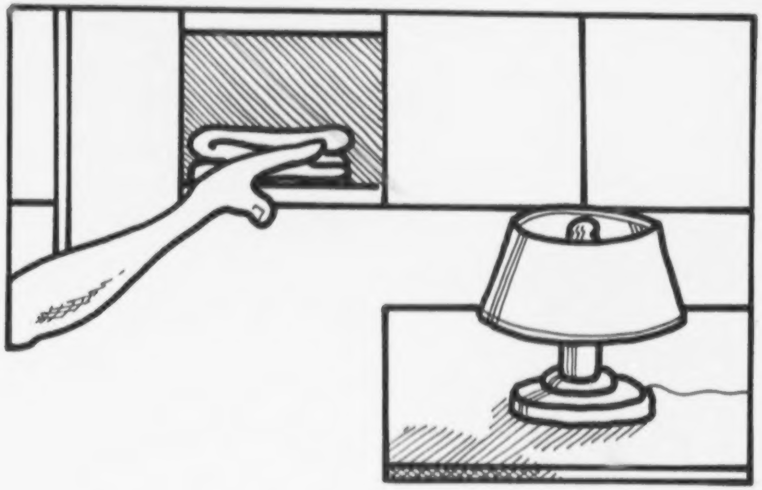


Steps for Dusting

1. Get a dust cloth.
2. Get the furniture polish.
3. Choose a piece of furniture to dust.
4. Carefully move any objects off the furniture.
5. Spray a small amount of furniture polish on the dust cloth. (It is easier for most individuals to control the amount of furniture polish by spraying it on the dust cloth. It also helps to prevent accidental damage caused by spraying furniture polish on upholstered furniture or carpet.)
6. Wipe the surface of the furniture. Be sure to clean the top, bottom, sides, and all surfaces of the furniture. (It is important to choose a specific pattern or direction for dusting, such as a back-and-forth or up-an-down motion. Be consistent in using this in your directives. You may also want to teach the individual to always wipe around the edges or parameters.)
7. Put the dirty dust cloth on the floor or aside on a surface that will not be damaged by the furniture polish.
8. Replace any objects moved while dusting.
9. Dust all the pieces of furniture that need it, following steps 4 through 8.
10. Return the furniture polish to its usual storage place.
11. Return the dust cloth to its usual storage place.

Steps for Dusting

1



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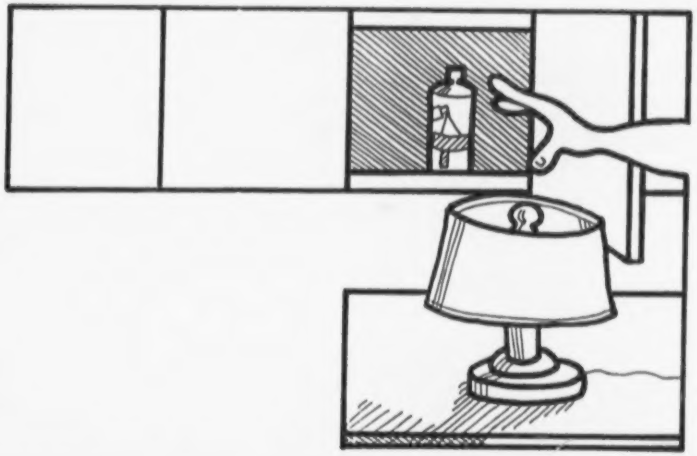

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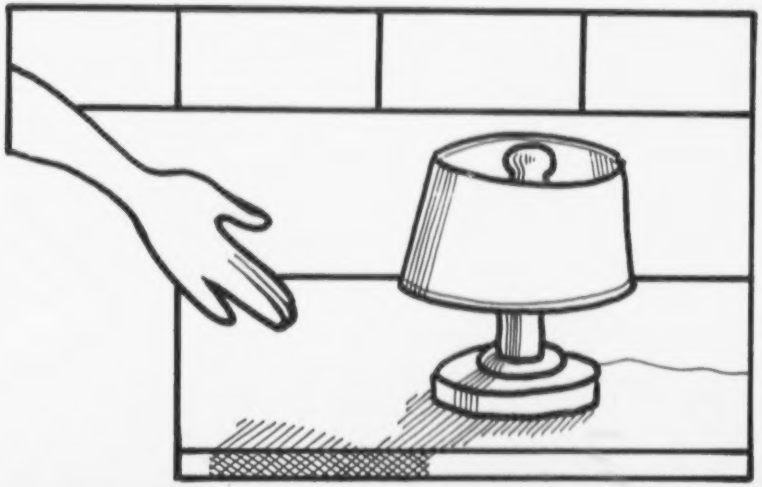
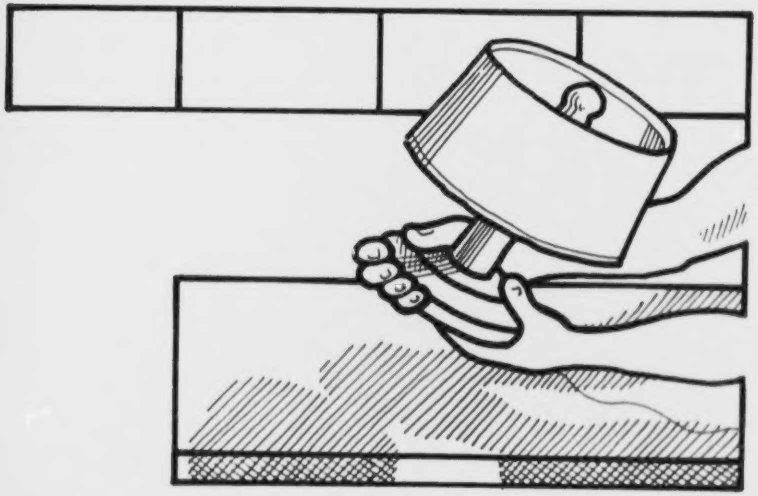


1. Get a dust cloth.

3. Choose a piece of furniture to dust.

2. Get the furniture polish.

4



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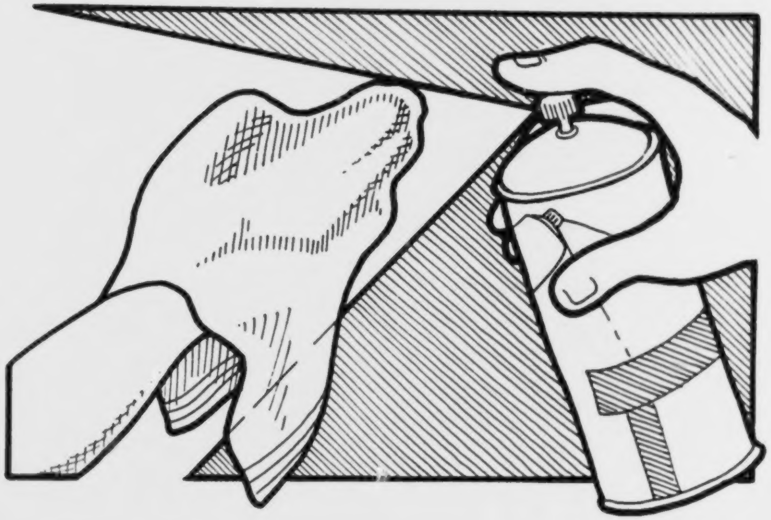

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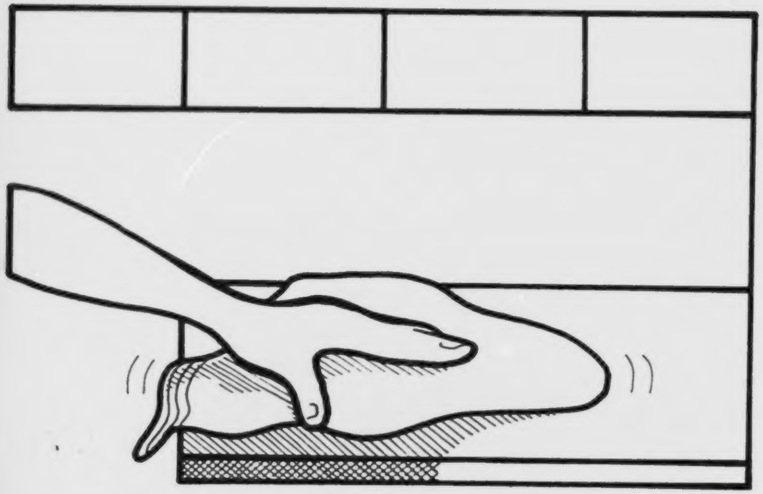

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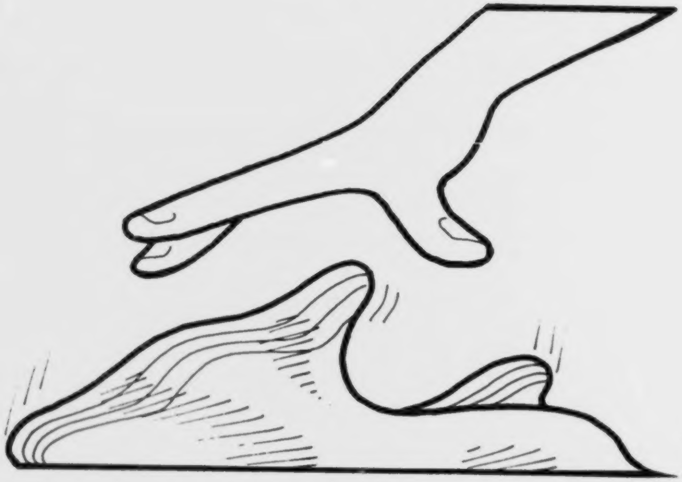


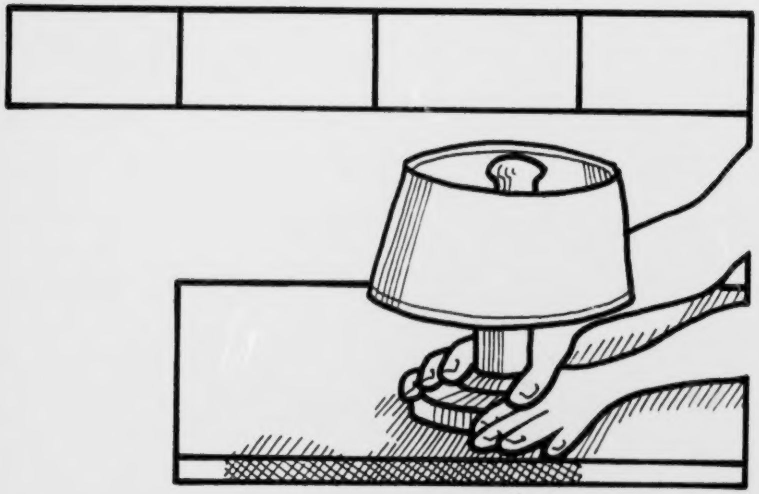
5. Spray a small amount of furniture polish on the dust cloth.

4. Carefully move any objects off the furniture.

7. Put the dirty dust cloth on the floor or aside on a surface that will not be damaged by the furniture polish.

6. Wipe the surface of the furniture. Be sure to clean the top, bottom, sides, and all surfaces of the furniture.

8



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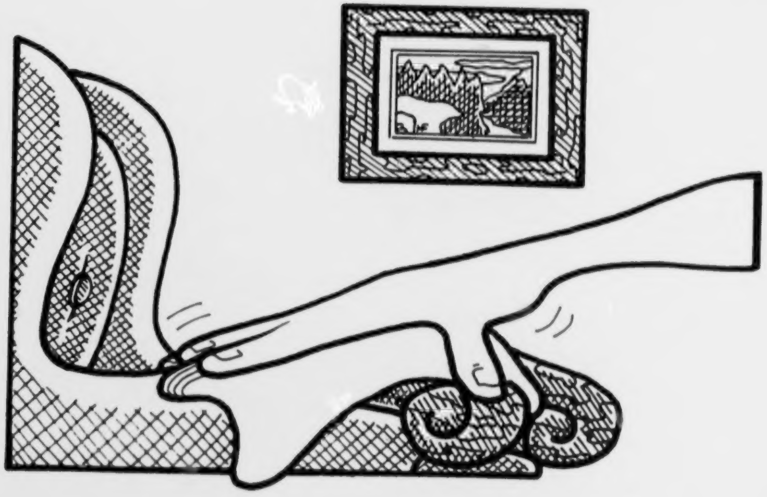

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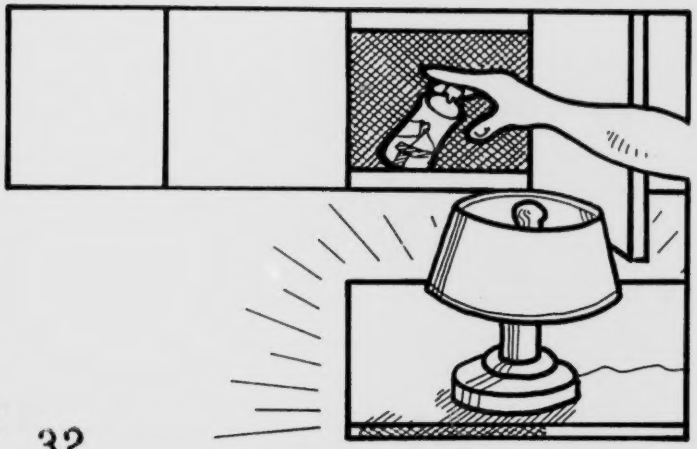

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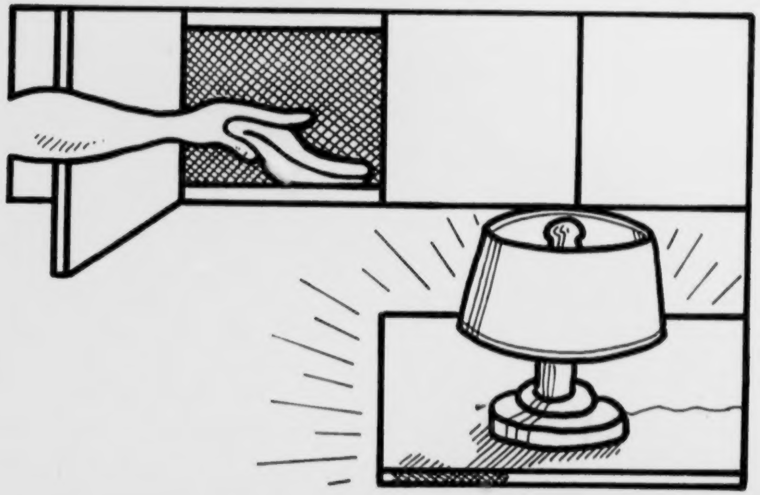


9. Dust all the pieces of furniture that need it, following steps 4 through 8.

8. Replace any objects moved while dusting.

11. Return the dust cloth to its usual storage place.

10. Return the furniture polish to its usual storage place.

Object Recognition

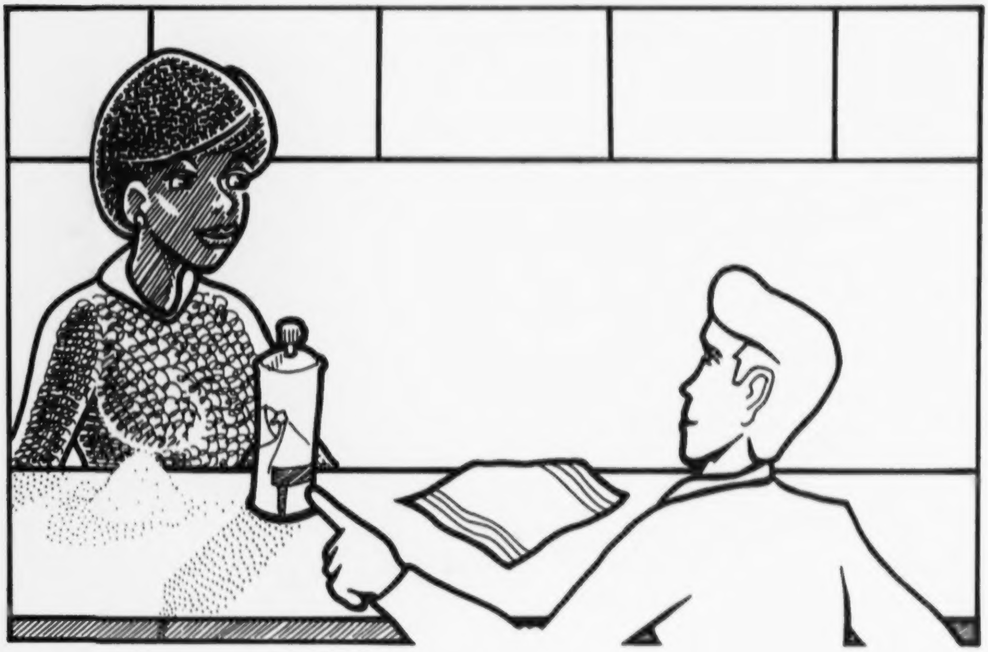
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in dusting when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 17)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.



Recognition of Objects Needed for a Routine Task

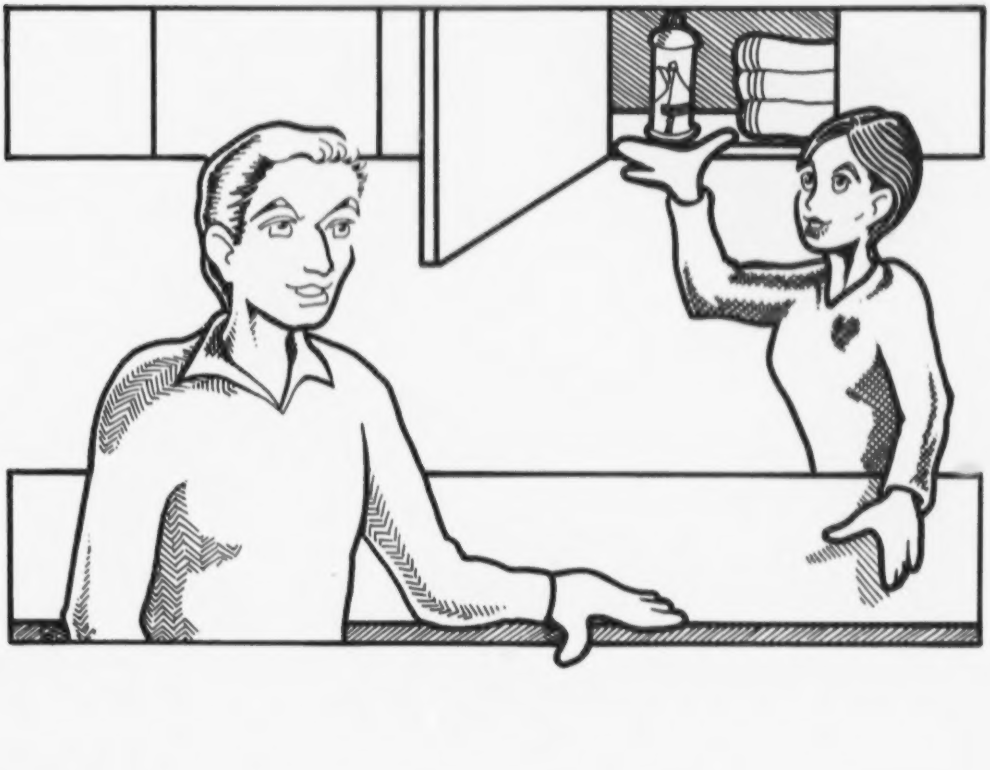
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects needed for the routine task of dusting.

MATERIALS: Objects used for the task (See Vocabulary List, page 17)
Other objects that are unrelated to the task

ACTIVITIES:

1. Present the individual with a choice of items, some related to dusting and others unrelated to the task. Direct the individual to "Find the ones we use to dust."
2. Direct the individual to "Find the things needed to dust." Have the individual find the items in their normal storage places.



Picture Search

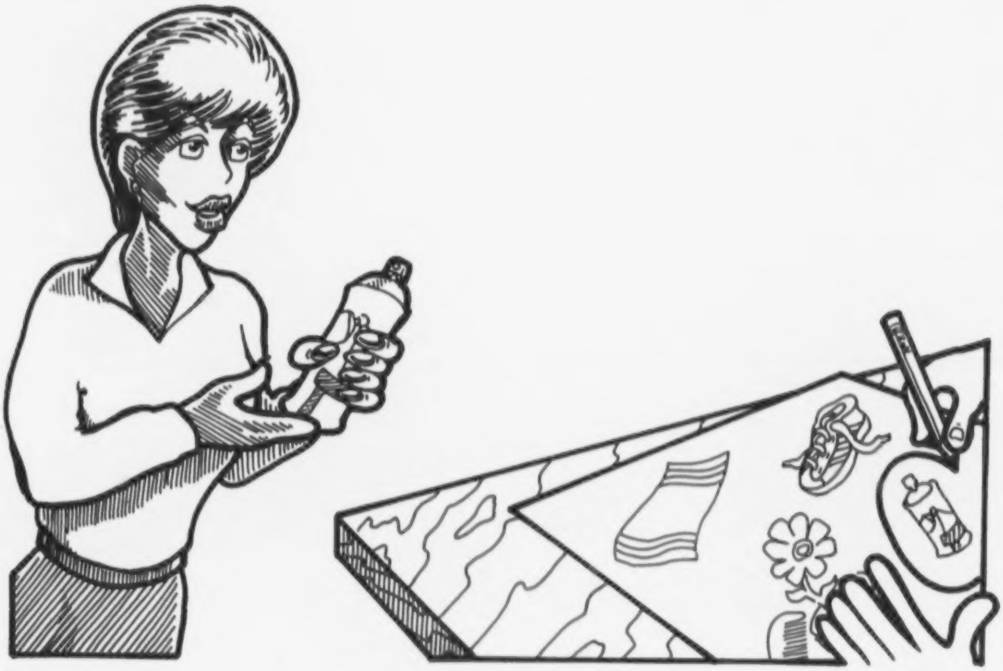
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in dusting, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

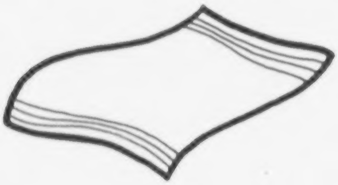
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in dusting. Do not use the real objects unless the individual needs help.

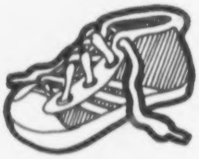


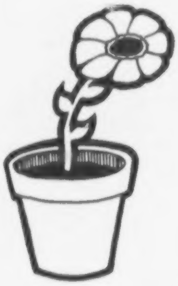
Dusting
Picture Search Worksheet

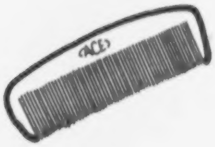
Name ____

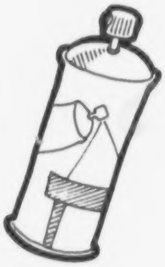
Look at the pictures below. Find the things you use to dust. Draw a circle around those pictures.

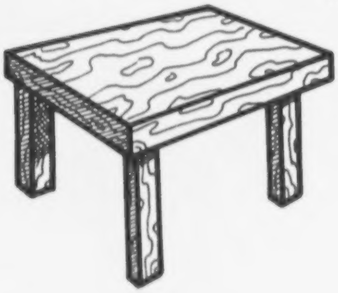


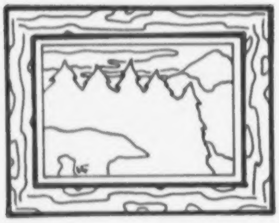


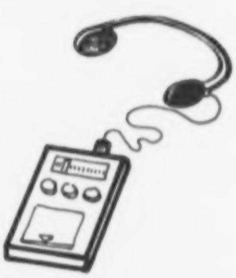


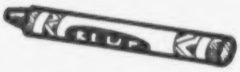












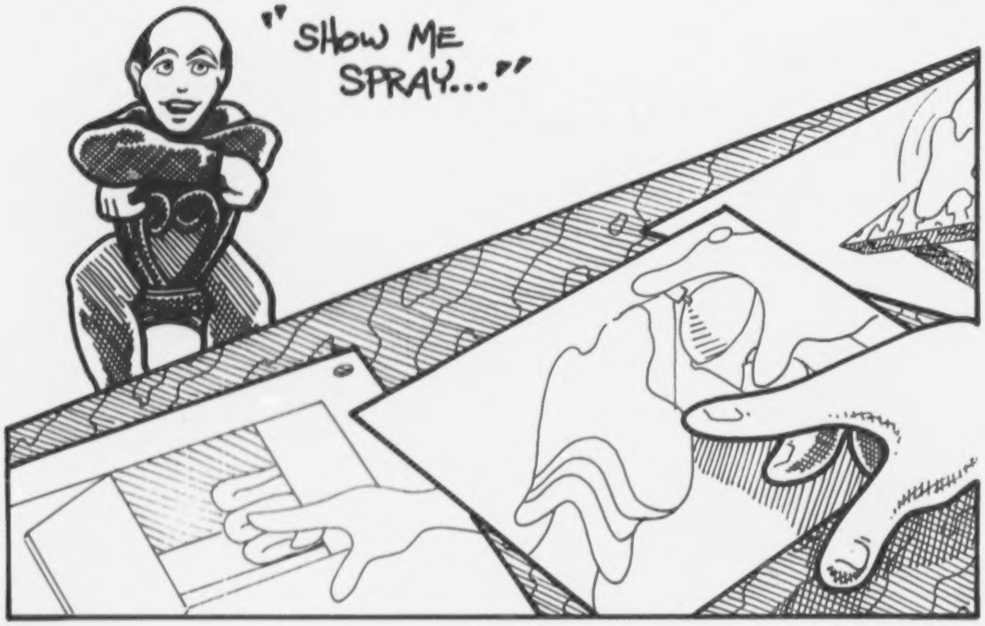
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with dusting, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."


"SHOW ME SPRAY..."

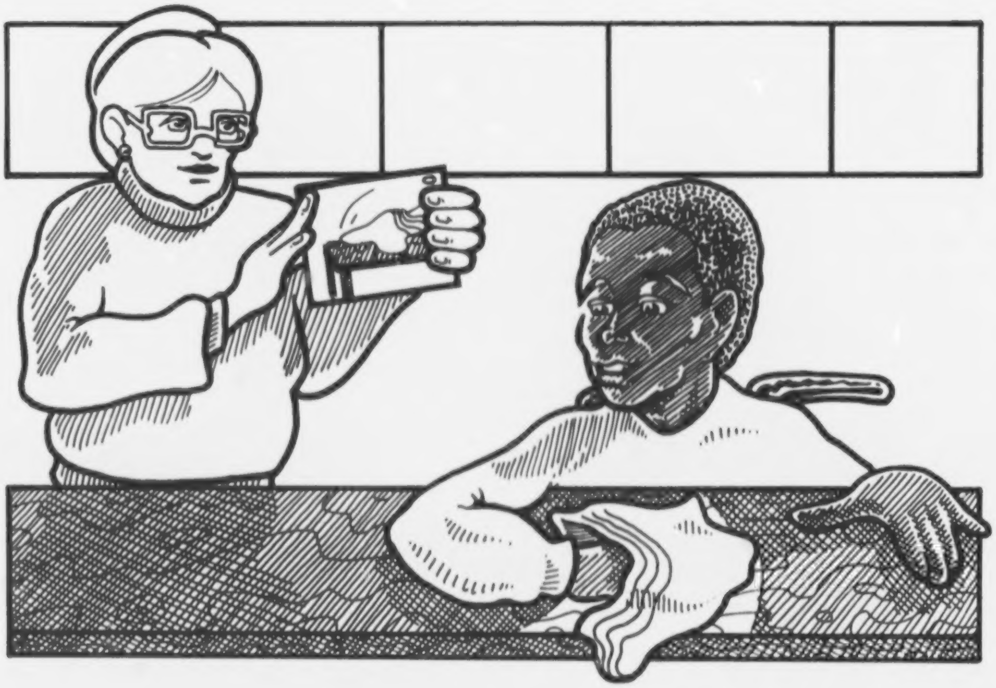
Follow Single-Step Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for dusting when given single-step directions.

MATERIALS: Flip Book pictures
Steps for Dusting (page 18)

ACTIVITIES: Refer to Steps for Dusting. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

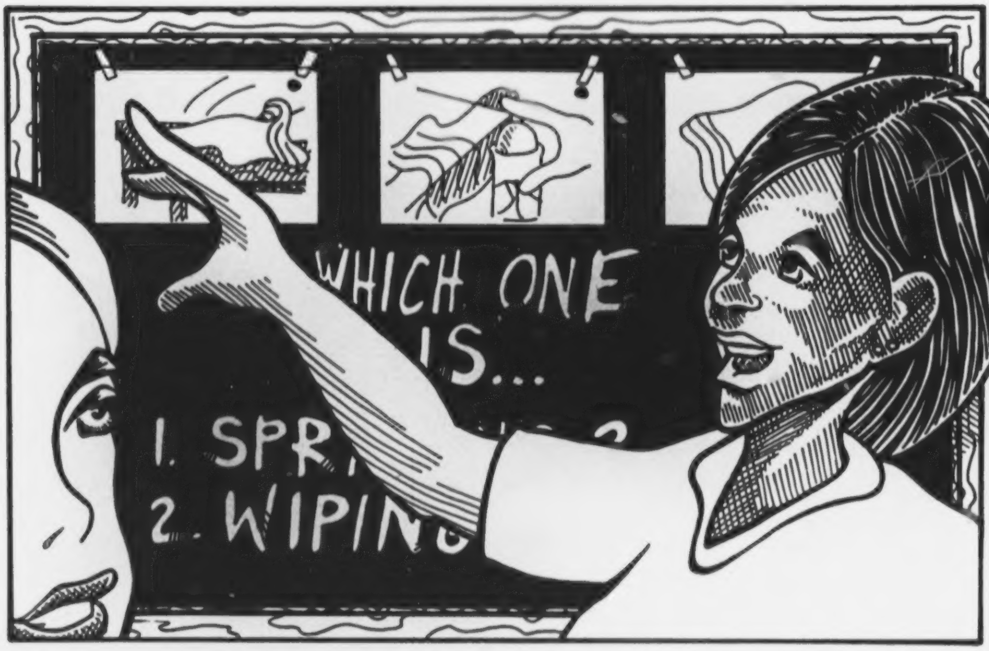
OBJECTIVE: The individual will respond to simple questions about the task of dusting, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Dusting

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Dusting worksheet, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.



Simple Questions for Dusting
Level 1

1. Which one is a dust cloth?
2. Which one is furniture polish?
3. Which one is dirty?
   Which one is clean?
4. Which one is spraying?
5. Which one is wiping and dusting?
6. What is the person getting?
   What is the person using?
7. What is the person dusting?
8. What pieces of furniture do you dust?
9. What do you use to dust the furniture?
10. Who is dusting?

Level 2

11. Where do you keep the dust cloth and furniture polish?
12. Where do you put the dust cloth and furniture polish when you are finished dusting?
13. What do you do with objects that are on the furniture before you begin to dust?
14. What do you do with those objects when you are finished dusting?
15. What do you do with the dust cloth when you are finished moving objects on and off the furniture?
16. What surfaces of the furniture do you wipe and dust?
17. When do you dust the furniture?
18. Why do you dust the furniture?
19. Why do you spray furniture polish on the dust cloth?
20. How much furniture polish do you spray on the dust cloth?

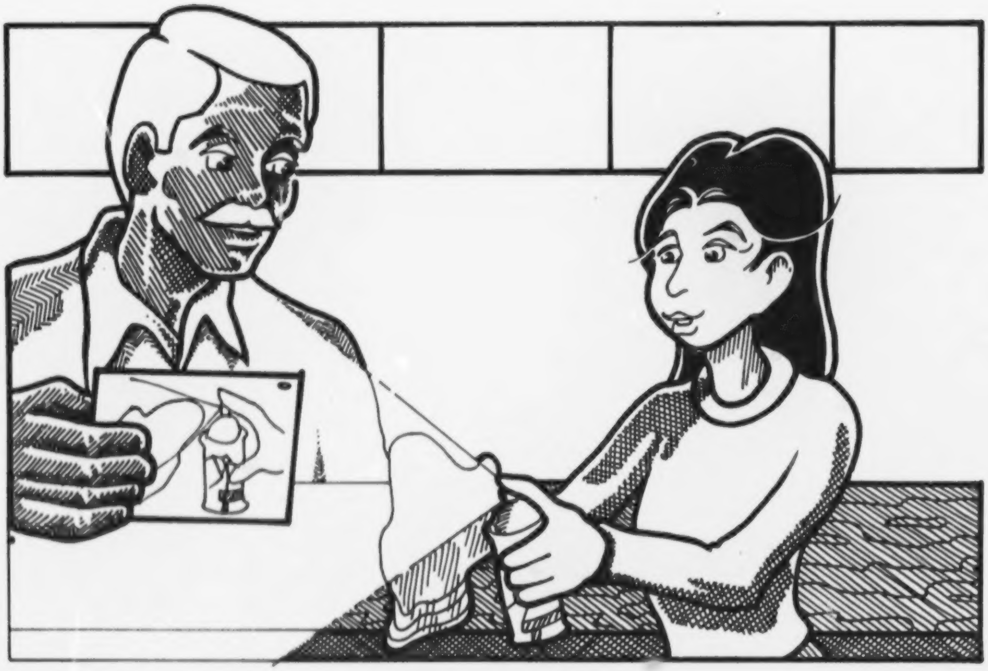
Follow Sequenced Picture Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of dusting, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.



Picture Sequencing

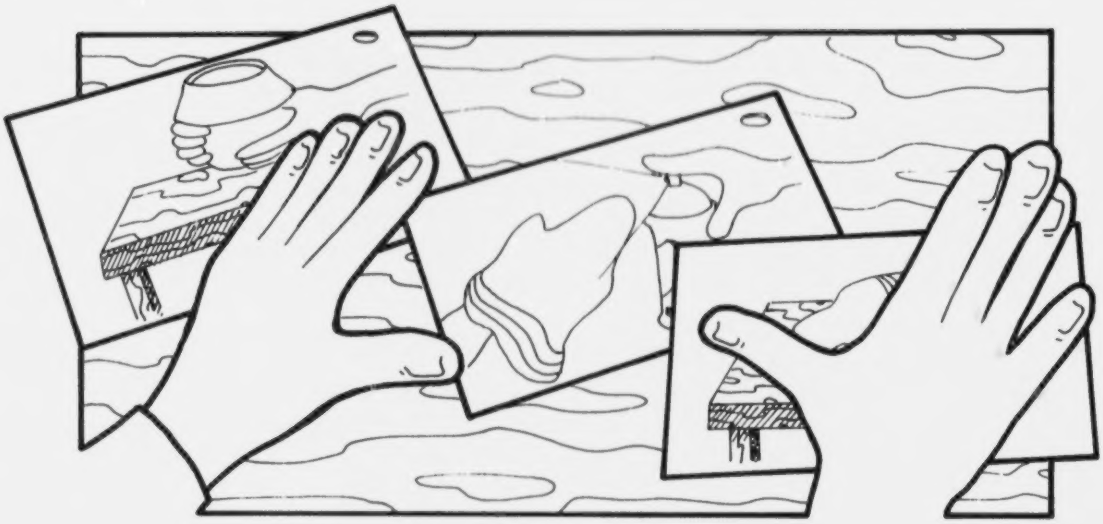
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of dusting, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activitiy, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

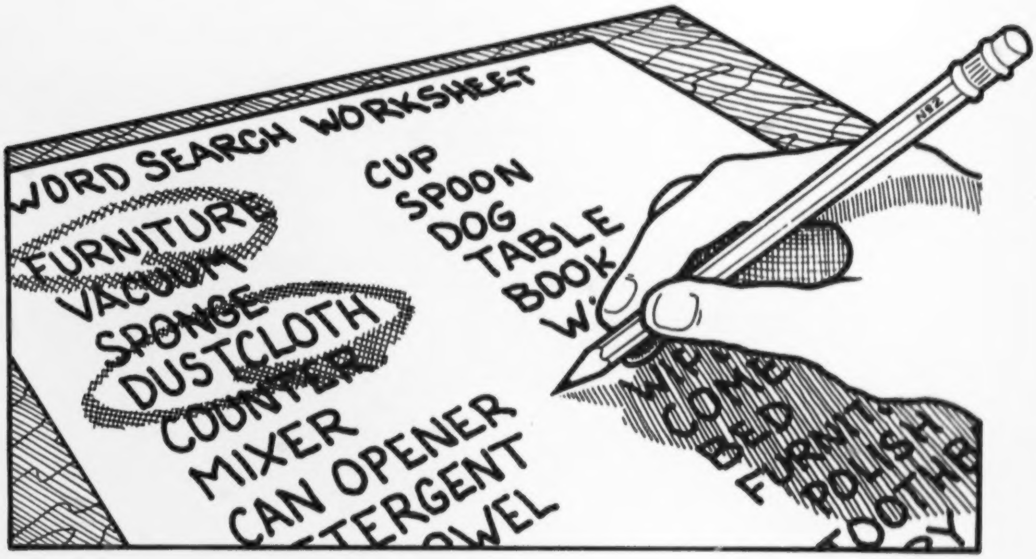
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of dusting, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in dusting.
2. Then have the individual copy those words on the lines at the bottom of the page.


WORD SEARCH WORKSHEET
FURNITURE
VACUUM
SPONGE
DUSTCLOTH
COUNTER
MIXER
CAN OPENER
CUP
SPOON
DOG
TABLE
BOOK
COMB
BED
POLISH

Dusting
Word Search Worksheet

Name ____

1. Look at the words written below. Find the things you need to dust. Circle those words.

furniture
vacuum
sponge
dust cloth
counter
mixer
can opener
detergent
cup
spoon

dog
wash
rinse
wipe
dish towel
crayon
shoe
dish soap
paper towel

milk
pencil
comb
furniture polish
toothbrush
dry
hot and cold water
eraser
spray

2. Look at the words you have circled above. These are the things you need to dust. Copy those words on the lines below.

____

____

____

____

____

Word Closure

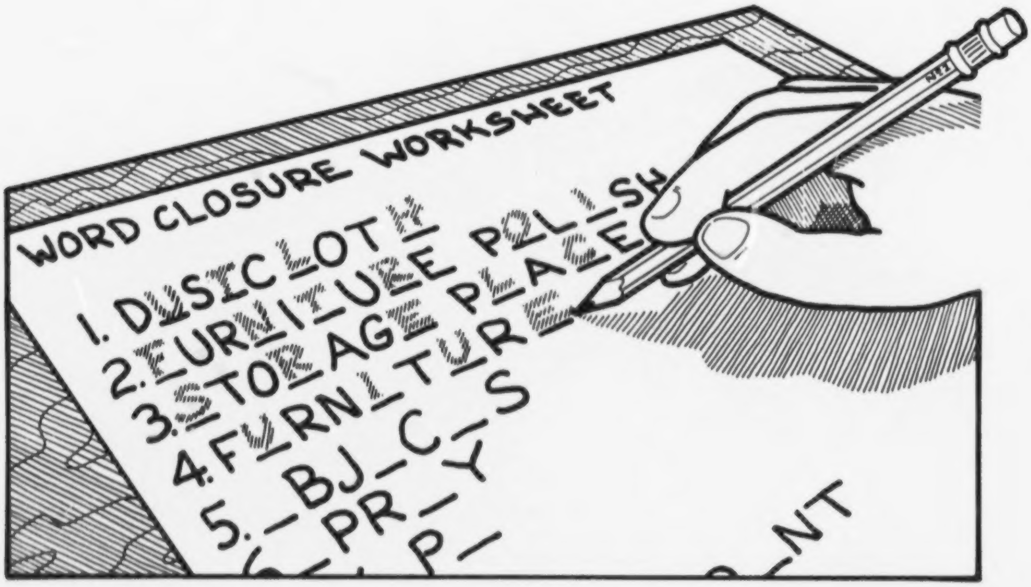
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in dusting, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.


WORD CLOSURE WORKSHEET
WORD CLOSURE WORKSHEET
1. DUSTCLOTH
2. FURNITURE POLISH
3. STORAGE PLACE
4. FURNITURE
5. _BJ_C_S
_PR_Y
P_
_NT

Dusting
Word Closure Worksheet 1

Name ________________________________

1. D __ S __ C __ O T __
2. __ U R __ I __ U __ E
   P __ L __ S H
3. __ T O __ A G __
   P __ A __ E
4. F __ R N __ T __ R __
5. __ B J __ C __ S
6. __ P R __ Y
7. W __ P __
8. T __ P
9. __ I D __ S
10. S __ A L L
    __ M O __ N T
11. A __ __
12. __ E P __ A C __
13. __ __ S T
14. R __ T U __ N
15. M __ V __
16. __ I R __ Y
17. A __ I D __
18. __ L O __ R
19. S __ R F __ C __
20. __ O T __ __ M
21. C __ E A __
22. P I __ C __
23. D A __ A G __ D

Vocabulary List

DUST CLOTH
FURNITURE POLISH
STORAGE PLACE
FURNITURE
OBJECTS
SPRAY
WIPE

TOP
SIDES
SMALL AMOUNT
ALL
REPLACE
DUST
RETURN
MOVE

DIRTY
ASIDE
FLOOR
SURFACE
BOTTOM
CLEAN
PIECE
DAMAGED

Dusting
Word Closure Worksheet 2

Name ______________________________

1. D __ S __ C __ O T __
2. __ U R __ I __ U __ E
P __ L __ S H
3. __ T O __ A G E
P __ A __ E
4. F __ R N __ T __ R __
5. __ B J __ C __ S
6. __ P R __ Y
7. W __ P __
8. T __ P
9. __ I D __ S
10. S __ A L L
__ M O __ N T
11. A __ __
12. __ E P __ A C __
13. __ __ S T
14. R __ T U __ N
15. M __ V __
16. __ I R __ Y
17. A __ I D __
18. __ L O __ R
19. S __ R F __ C E
20. __ O T __ __ M
21. C __ E A __
22. P I __ C __
23. D A __ A G __ D

Vocabulary List

FURNITURE
SMALL AMOUNT
SURFACE
DAMAGED
FURNITURE POLISH
ALL
DIRTY
SPRAY
DUST CLOTH
FLOOR
PIECE
REPLACE
MOVE
SIDES
BOTTOM
DUST
TOP
CLEAN
ASIDE
STORAGE PLACE
WIPE
OBJECTS
RETURN

Dusting
Word Closure Worksheet 3

Name ______________________________

1. __ __ S T
2. __ U R __ I __ U __ E
P __ L __ S H
3. R __ T U __ N
4. __ T O __ A G E
P __ A __ E
5. D __ S __ C __ O T __
6. __ I R __ Y
7. __ E P __ A C __
8. __ B J __ C __ S
9. M __ V __
10. __ P R __ Y
11. __ L O __ R
12. __ O T __ __ M
13. W __ P __
14. S __ R F __ C __
15. A __ I D __
16. T __ P
17. C __ E A __
18. S __ A L L __ M O __ N T
19. F __ R N __ T __ R __
20. __ I D __ S
21. P I __ C __
22. A __ __
23. D A __ A G __ D

Vocabulary List

RETURN
SURFACE
ASIDE
TOP
SMALL AMOUNT
PIECE
FURNITURE
DUST CLOTH

REPLACE
ALL
DUST
STORAGE PLACE
FLOOR
SIDES
DAMAGED
WIPE

OBJECTS
BOTTOM
SPRAY
CLEAN
DIRTY
FURNITURE POLISH
MOVE

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

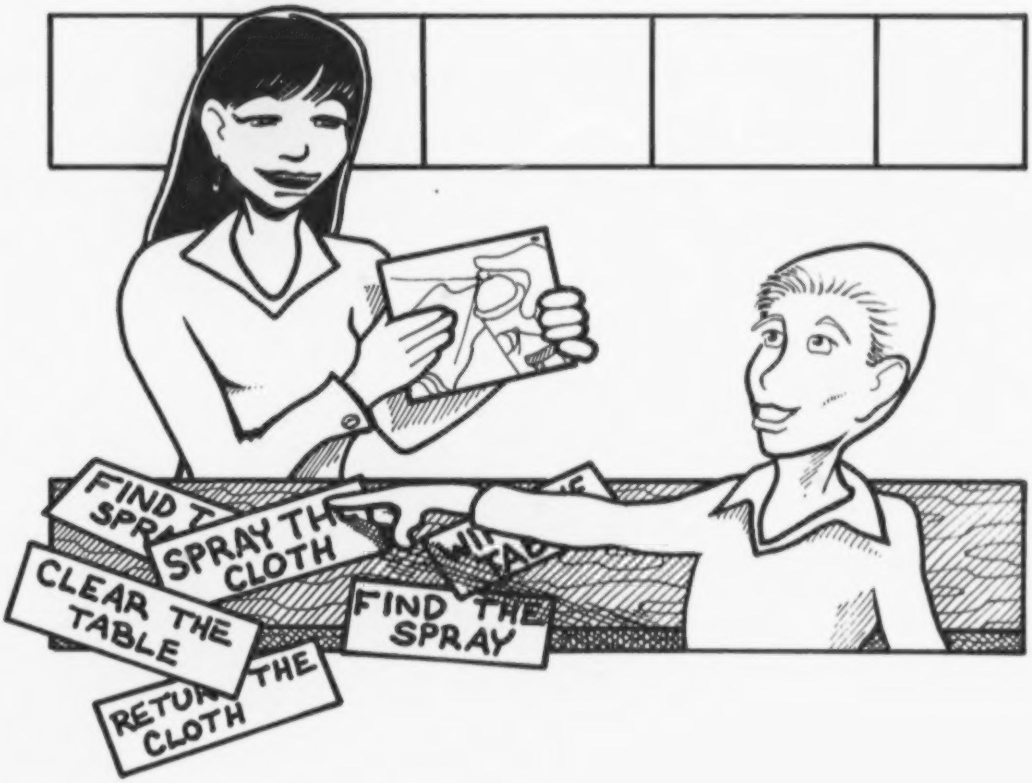
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.


FIND T
SPR
SPRAY THE
CLOTH
CLEAR THE
TABLE
FIND THE
SPRAY
RETU THE
CLOTH

Word Search Puzzles

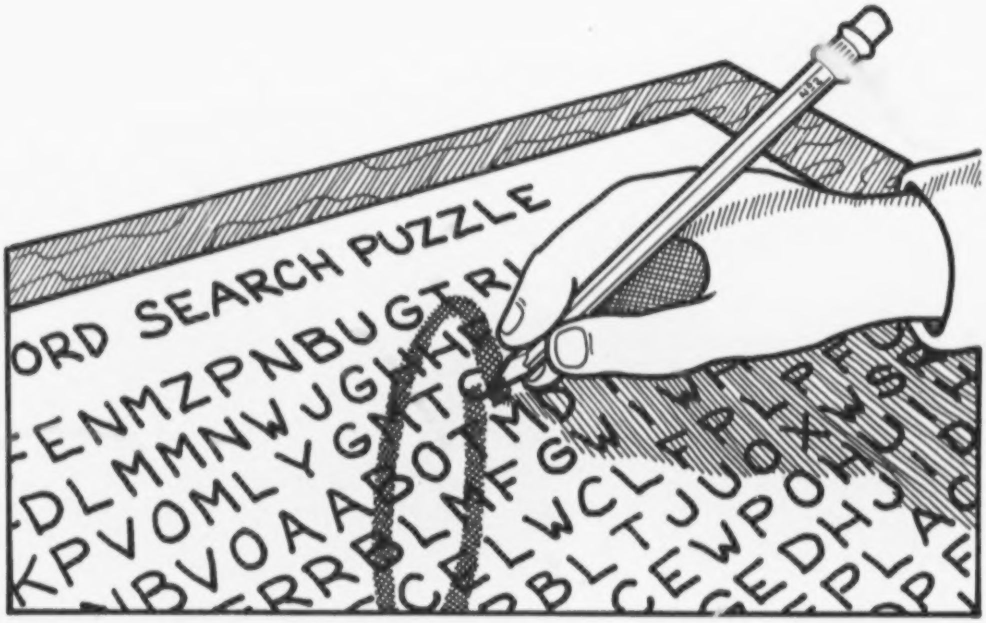
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with dusting, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Dusting
Answer Keys
Word Search Puzzle 1

```
F U R N I T U R E P O L I S H . . . . . .
. . . . . . . . . . . . . . . . W I P E .
. . . . . . . . M O V E . . . . . . . . .
F L O O R . . . . . . . . . . . . . . . .
F U R N I T U R E A L L . . . . P I E C E
O B J E C T S . D I R T Y . . . . . . . .
. . . . . . . . . . . . . . . R E T U R N
. . . . . . . . S M A L L A M O U N T . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
D U S T . . . . . . . . T O P . . . . . .
S T O R A G E P L A C E R E P L A C E . .
B O T T O M . . . . . . . . . . . . . . .
S U R F A C E . . . . . D A M A G E D . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . D U S T C L O T H A S I D E S
. . C L E A N . . . . . . . . . . . . . .
. . S P R A Y . . . . . . . . . . . . . .
```

Word Search Puzzle 2

```
. . . . B . . . . . . . . . . . . . . . .
. . . . O B J E C T S . . . . . . . . . .
. . . . T . . R E T U R N . . . . . . . .
. . . . T . . . D . R . . . D . . . . . .
. . F L O O R . U . F . . . A M . . . . .
. . . . M . . . S M A L L A M O U N T . .
. . . . . D I R T Y C . . . A V . . . . .
. . . . . . . D O . E . . . G E . . . . .
. . . . . . F U R N I T U R E P O L I S H
. . . . . . U S A . . . . . D . . . . . .
. . . . . . R T G . . . . . . . . . . . .
. . . . . . N C E . A T . . . . . . . . .
. . . . . . I L P . S O . . . . . . . . .
. . . . . . T O L W I P E . . . . . . . .
S P R A Y . U T A A D . . . . . . . . . .
S I D E S . R H C L E A N . . . . . . . .
R E P L A C E . E L . . . . . . . . . . .
. C . . . . . . . . . . . . . . . . . . .
. E . . . . . . . . . . . . . . . . . . .
```

Word Search Puzzle 3

```
B . . F . . . . . . . . . . . . . . . . .
O . . . L M . . . . . . H . . . . . . . .
T B . . . O . . Y . . T . . . . . . . H .
T . J . . V O A A . O . . . . . . . S . .
O . . E . E R R . L . . . . . . . I . . .
M . . . C P I E C E L . . . . . L . . . .
. . . . S T . T O P . . . . . O . W S . .
. . . . . . S U R F A C E . P . . . I . .
. . . . . U M R D A M A G E D . . . D P .
. . . . D . A N . . . . R E P L A C E . E
. . . . . C L E A N . U . . . . . . S . .
. . . . . D L . . . T . . . . . . . . . .
. . . . . I A A S I D E . . . . . . . . .
. . . . . R M . N . . . . . . . . . . . .
. . D U S T O R A G E P L A C E . . . . .
. . . . . Y U . . . . . . . . . . . . . .
. . . . . F N . . . . . . . . . . . . . .
. . . . . . T . . . . . . . . . . . . . .
```

Dusting
Word Search Puzzle 1

Name ______________________________

F U R N I T U R E P O L I S H U U I B P Z
X K X T M I C M Y R G C F D C L W I P E C
C V D D P Y O U M O V E I A V H P Y H Q V
F L O O R E N X F X G L F K P K O K U R B
F U R N I T U R E A L L S D U O P I E C E
O B J E C T S U D I R T Y Z G R J X Q B R
F X C B H K K P U T D U U A T R E T U R N
X Y V G C T O V S M A L L A M O U N T Q P
J V G E B A P E D X U E J P R F T D Q U R
K X F Y C K A F E R L I R J A C T Z Z A H
C Y S E M P Q O B G E P B K E Y R Q G O L
D U S T X X G Q V M I M T O P D Y M K T O
S T O R A G E P L A C E R E P L A C E E L
B O T T O M W S M X F F C C V H R K B W U
S U R F A C E C D P J D D A M A G E D N W
D S B C J U H A L O N N B D E C Q V P Z V
I X B H C P D U S T C L O T H A S I D E S
X O C L E A N B R M U V Q K F S Q P Z F E
D P C S P R A Y Z R G L R B B E C W T A O

Can you find these words?

FURNITURE POLISH
FURNITURE
SURFACE
BOTTOM
CLEAN
DIRTY
MOVE

ALL
STORAGE PLACE
DUST CLOTH
REPLACE
RETURN
FLOOR
SIDES
WIPE

TOP
SMALL AMOUNT
DAMAGED
OBJECTS
PIECE
ASIDE
SPRAY
DUST

Dusting
Word Search Puzzle 2

Name ______________________________

B M H S B U H W L Z E Y Q P L B X F M Y L
D D S T O B J E C T S F U D F O U D D J L
D Q S X T M T R E T U R N T C W O E X N M
X I C O T Y C R D U R S R R D E G N T Z K
T O F L O O R N U N F R E H A M C S Q C X
L J W N M T T F S M A L L A M O U N T F C
P Y C D Y D I R T Y C F E K A V N X P F G
N L W I U N M D O U E Z O J G E A Q Q O P
V N C G X A F U R N I T U R E P O L I S H
H T L J R O U S A R E W N J D K M H C N W
T X O S B M R T G P U O H I W O O K G U U
M L N F H W N C E C A T I L J D B Z F A V
Q Y L A P I I L P P S O C U O S Q O R U Z
V Y W Q E W T O L W I P E J V W W P A G W
S P R A Y C U T A A D J Y G G W L Q I M R
S I D E S D R H C L E A N B V K X A C T T
R E P L A C E F E L O M M N G Y O I B J D
J C F L A B I R O A K B R J N I G Z R Y P
B E G S O V Z U C T R W D P H S N C O I T

Can you find these words?

FURNITURE
POLISH
FURNITURE
SURFACE
BOTTOM
CLEAN
DIRTY
MOVE

ALL
STORAGE PLACE
DUST CLOTH
REPLACE
RETURN
FLOOR
SIDES
WIPE

TOP
SMALL AMOUNT
DAMAGED
OBJECTS
PIECE
ASIDE
SPRAY
DUST

Dusting
Word Search Puzzle 3

Name ______________________________

B	L	Q	F	E	N	M	Z	P	N	B	U	G	T	R	L	O	O	O	Q	J
O	Y	F	D	L	M	M	N	W	J	G	H	H	F	I	S	T	F	X	V	X
T	B	K	P	V	O	M	L	Y	G	M	T	C	Q	Q	V	S	Q	Q	H	E
T	S	J	N	B	V	O	A	A	B	O	T	M	D	I	R	H	Q	S	T	L
O	O	N	E	Z	E	R	R	B	L	M	F	G	W	I	W	H	I	W	X	A
M	L	Q	A	C	P	I	E	C	E	L	W	C	L	F	P	L	P	E	U	X
O	A	N	W	S	T	U	T	O	P	B	L	T	J	U	O	X	W	S	R	T
V	R	E	P	G	C	S	U	R	F	A	C	E	W	P	O	H	U	I	H	K
K	V	T	F	A	U	M	R	D	A	M	A	G	E	D	H	J	I	D	P	B
I	X	Q	J	D	S	A	N	H	Q	S	J	R	E	P	L	A	C	E	T	E
Z	M	J	C	A	C	L	E	A	N	E	U	F	T	D	P	F	M	S	A	X
S	L	T	B	B	D	L	M	L	D	T	H	X	A	T	N	C	X	X	R	K
D	T	K	Q	G	I	A	A	S	I	D	E	O	F	V	Y	T	I	K	M	G
M	K	V	E	M	R	M	D	N	H	I	V	R	E	L	O	V	I	I	F	A
Q	O	D	U	S	T	O	R	A	G	E	P	L	A	C	E	T	K	W	I	S
F	L	F	H	L	Y	U	A	A	P	A	A	G	I	X	U	Q	C	A	N	K
D	X	Z	S	J	F	N	N	O	H	X	A	W	E	S	U	A	B	D	G	V
E	P	H	Q	V	N	T	X	E	Q	W	S	K	K	Y	G	S	X	J	F	Z

Can you find these words?

FURNITURE POLISH
FURNITURE
SURFACE
BOTTOM
CLEAN
DIRTY
MOVE
ALL
STORAGE PLACE
DUST CLOTH
REPLACE
RETURN
FLOOR
SIDES
WIPE
TOP
SMALL AMOUNT
DAMAGED
OBJECTS
PIECE
ASIDE
SPRAY
DUST

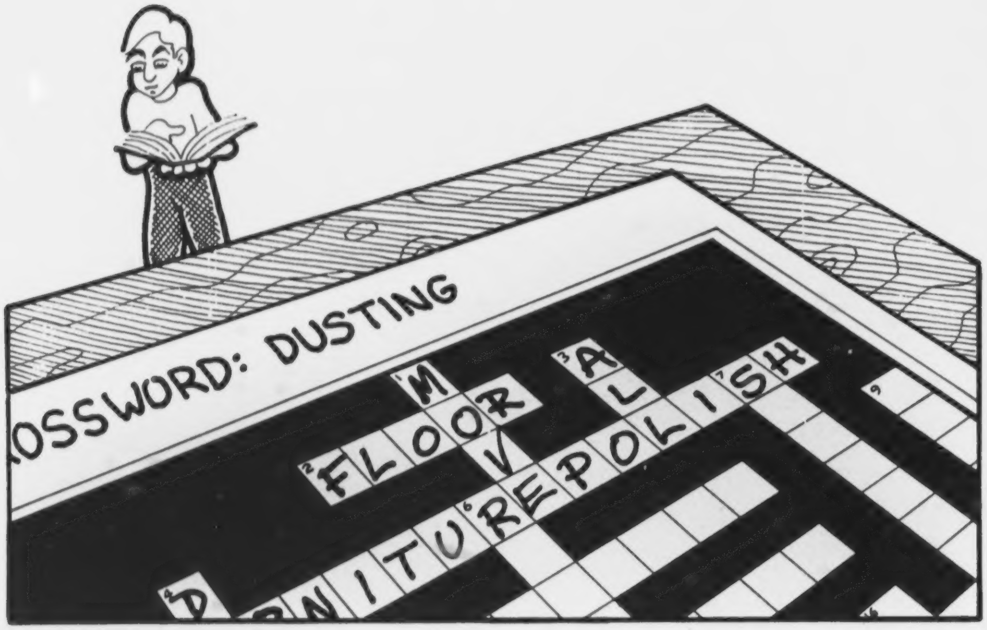
Crossword Puzzles

GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in dusting.

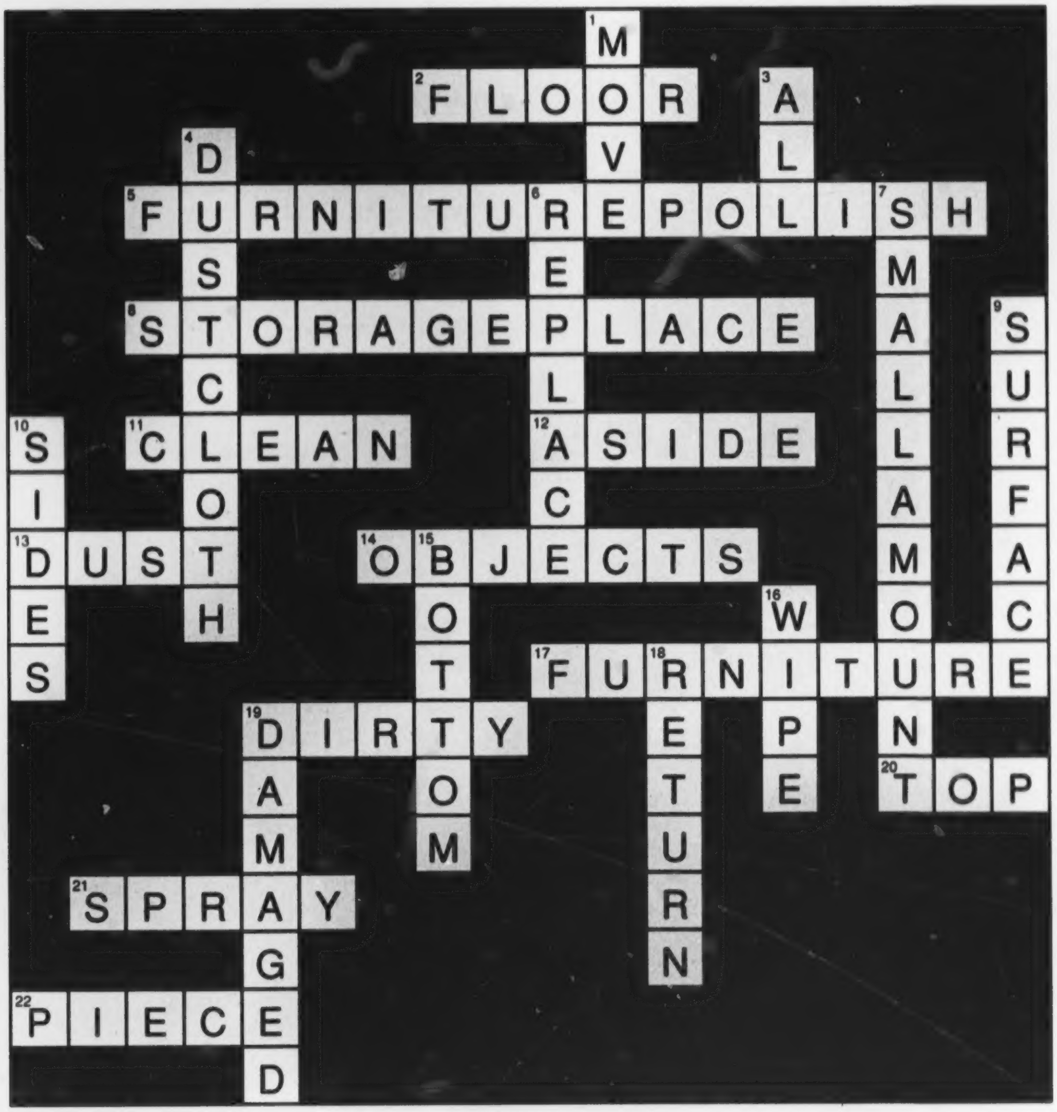
MATERIALS: Crossword Puzzle 1, 2, or 3

ACTIVITIES:
1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



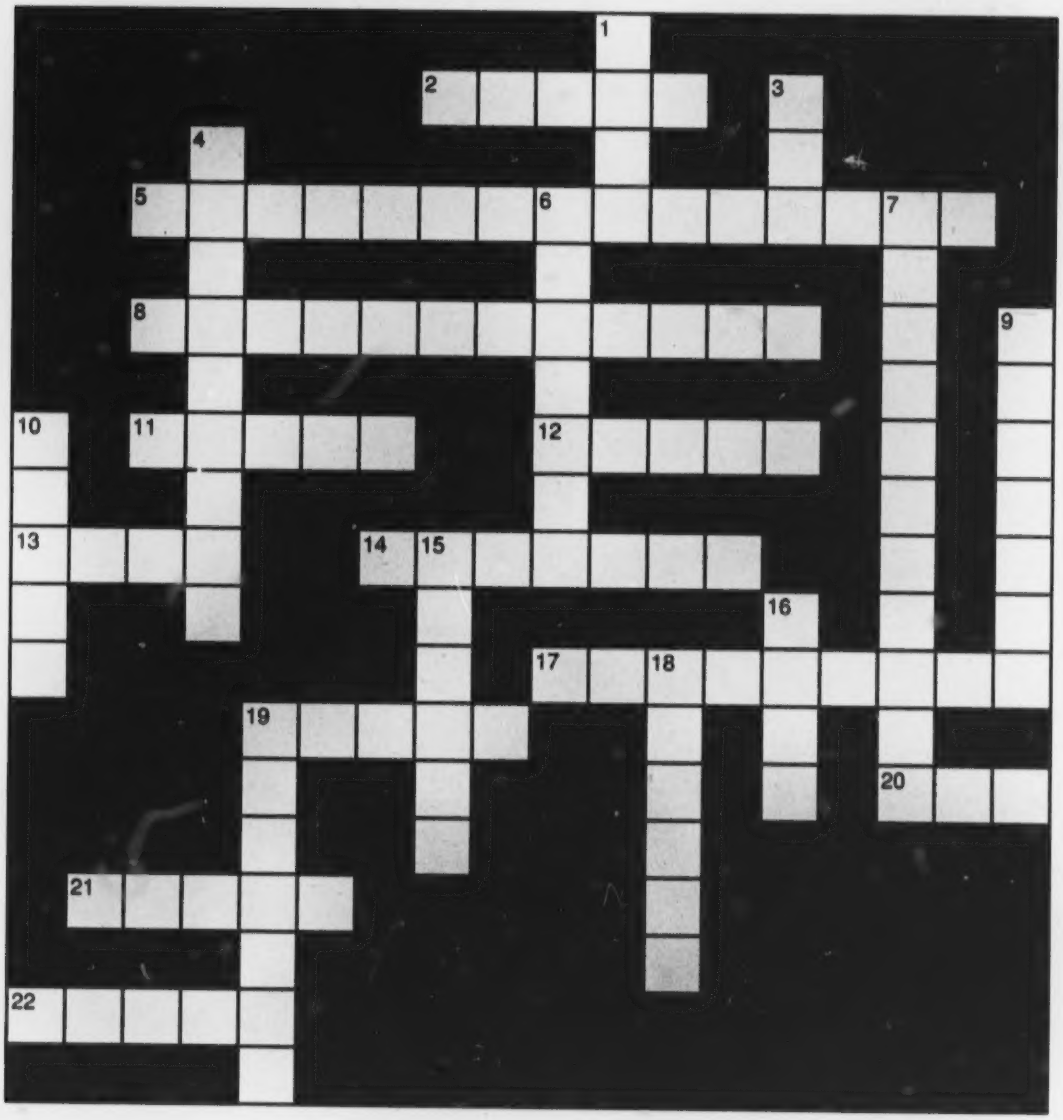
Dusting
Answer Keys
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 MOVE
2 FLOOR
3 ALL
4 DUSTCLOTH
5 FURNITUREPOLISH
6 REPLACE
7 SMALLAMOUNT
8 STORAGEPLACE
9 SURFACE
10 SIDES
11 CLEAN
12 ASIDE
13 DUST
14 OBJECTS
15 BOTTOM
16 WIPE
17 FURNITURE
18 RETURN
19 DIRTY
19 DAMAGED
20 TOP
21 SPRAY
22 PIECE

Dusting
Crossword Puzzles 1, 2, and 3

Name ______________________________


1
2
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11
12
13
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16
17
18
19
20
21
22

Dusting
Crossword Puzzle 1

Name ______________________________

Across Clues

2. FLOOR
5. FURNITUREPOLISH (2 words)
8. STORAGEPLACE (2 words)
11. CLEAN
12. ASIDE
13. DUST
14. OBJECTS
17. FURNITURE
19. DIRTY
20. TOP
21. SPRAY
22. PIECE

Down Clues

1. MOVE
3. ALL
4. DUSTCLOTH (2 words)
6. REPLACE
7. SMALLAMOUNT (2 words)
9. SURFACE
10. SIDES
15. BOTTOM
16. WIPE
18. RETURN
19. DAMAGED

Word List

ALL
ASIDE
BOTTOM
CLEAN
DAMAGED
DIRTY
DUST
DUST CLOTH
FLOOR
FURNITURE
FURNITURE POLISH
MOVE
OBJECTS
PIECE
REPLACE
RETURN
SIDES
SMALL AMOUNT
SPRAY
STORAGE PLACE
SURFACE
TOP
WIPE

Dusting
Crossword Puzzle 2

Name ______________________________

Across Clues

2. FLOOR—place you walk on
5. FURNITURE POLISH—used to clean furniture
8. STORAGE PLACE—used to keep dust cloth when not being used
11. CLEAN—opposite of dirty
12. ASIDE—to move away from
13. DUST—dirt
14. OBJECTS—things
17. FURNITURE—tables and chairs
19. DIRTY—opposite of clean
20. TOP—opposite of bottom
21. SPRAY—action from a can or bottle
22. PIECE—a part of

Down Clues

1. MOVE—action used to place objects
3. ALL—everything
4. DUST CLOTH—used for dusting furniture
6. REPLACE—to return
7. SMALL AMOUNT—a little
9. SURFACE—the top of a table
10. SIDES—part of a table
15. BOTTOM—opposite of top
16. WIPE—action used to clean a piece of furniture
18. RETURN—to replace
19. DAMAGED—destroyed

Word List

ALL
ASIDE
BOTTOM
CLEAN
DAMAGED
DIRTY
DUST
DUST CLOTH

FLOOR
FURNITURE
FURNITURE POLISH
MOVE
OBJECTS
PIECE
REPLACE

RETURN
SIDES
SMALL AMOUNT
SPRAY
STORAGE PLACE
SURFACE
TOP
WIPE

Dusting
Crossword Puzzle 3

Name ______________________________

Across Clues

2. place you walk on
5. used to clean furniture (2 words)
8. used to store dust cloth when not being used (2 words)
11. opposite of dirty
12. to move away from
13. dirt
14. things
17. tables and chairs
19. opposite of clean
20. opposite of bottom
21. action from a can or bottle
22. a part of

Down Clues

1. action used to place objects
3. everything
4. used for dusting furniture (2 words)
6. to return
7. a little (2 words)
9. the top of a table
10. part of a table
15. opposite of top
16. action used to clean a piece of furniture
18. to replace
19. destroyed

Word List

ALL
ASIDE
BOTTOM
CLEAN
DAMAGED
DIRTY
DUST
DUST CLOTH

FLOOR
FURNITURE
FURNITURE POLISH
MOVE
OBJECTS
PIECE
REPLACE

RETURN
SIDES
SMALL AMOUNT
SPRAY
STORAGE PLACE
SURFACE
TOP
WIPE

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

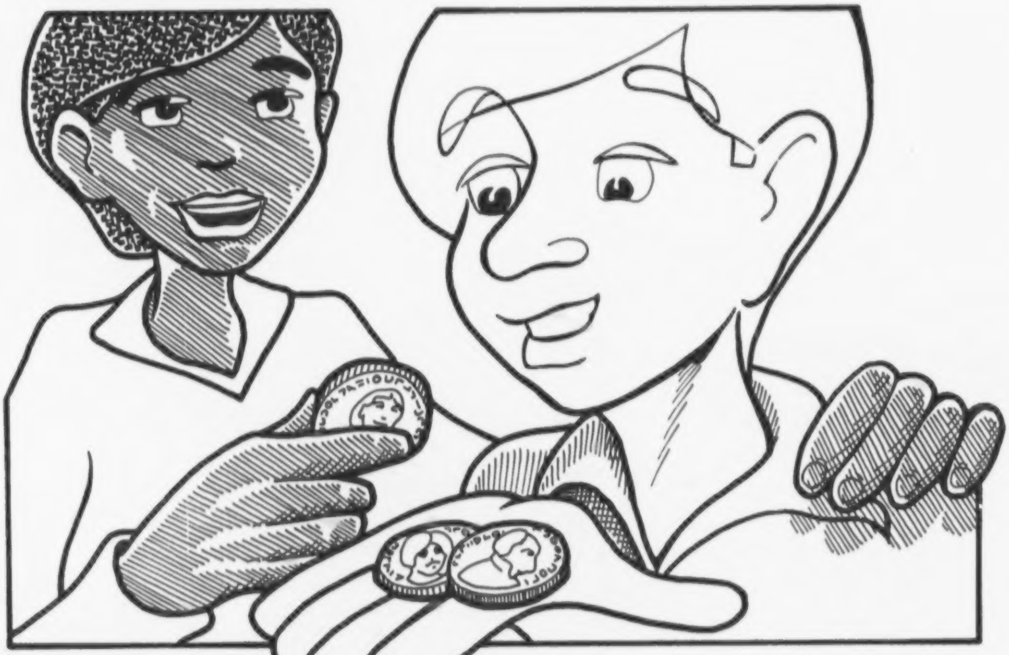
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 387-394)

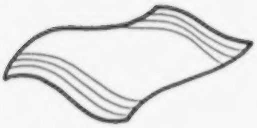
ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.



Dusting
Shopping List Worksheet

Name ____



Dust Cloth __________ ¢

Furniture Polish __________ ¢

Total __________ ¢

Label Objects or Pictures

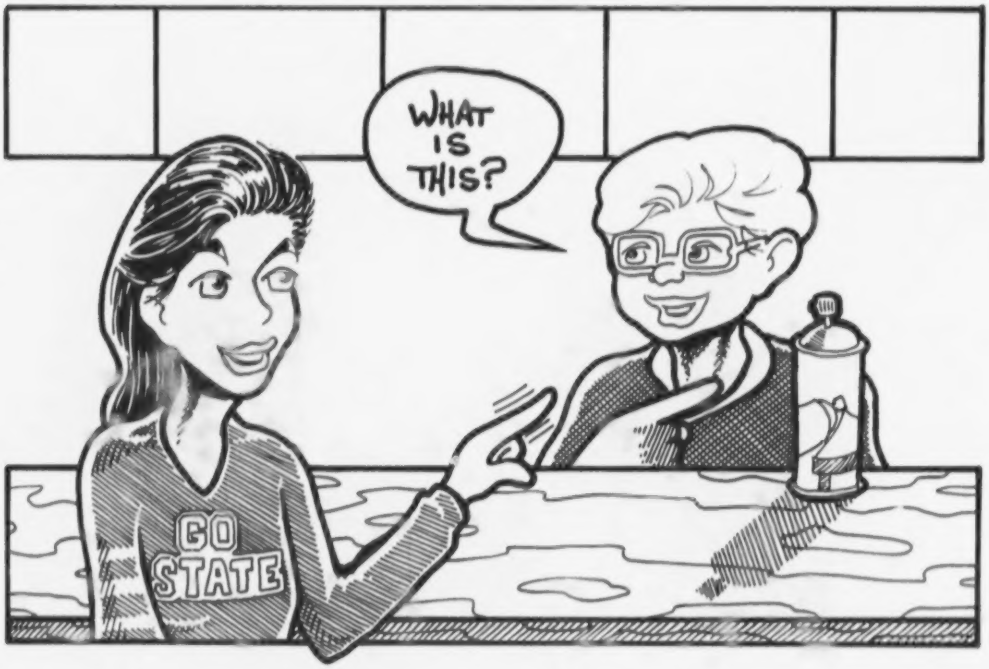
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in dusting.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Dusting, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in dusting. Ask, "What is it?" Help the individual to name the object, using an expressive communication system.
2. Present pictures of objects used in dusting. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



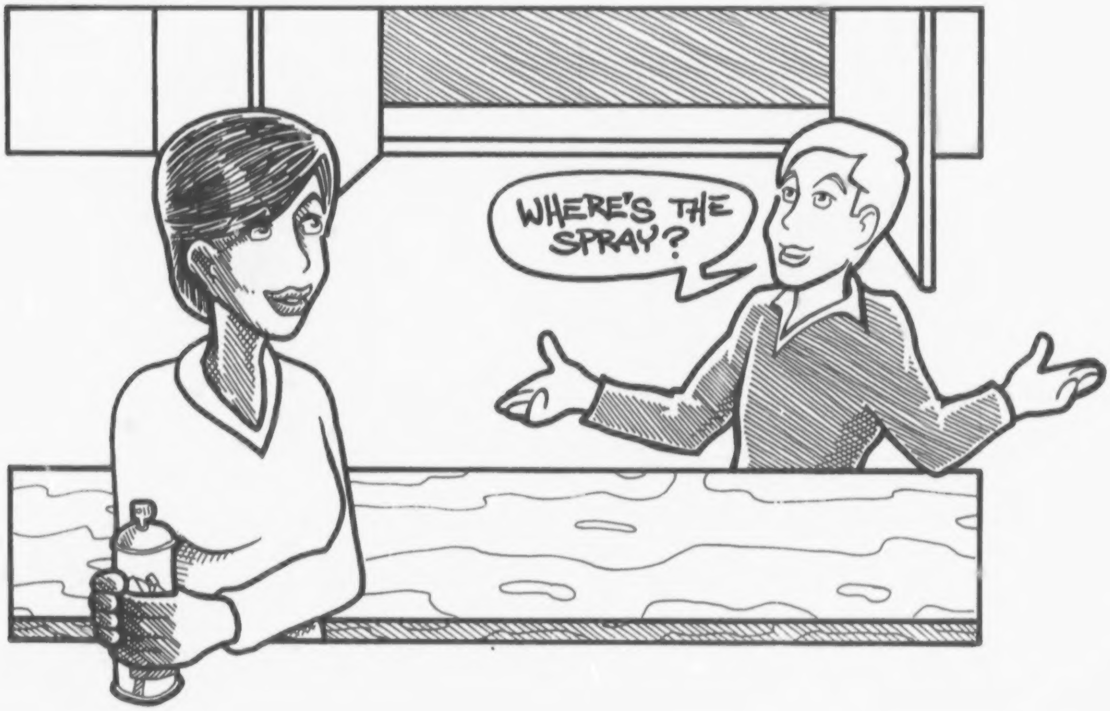
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of dusting.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Dusting, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to dust. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.


WHERE'S THE SPRAY?

Label or Request Actions

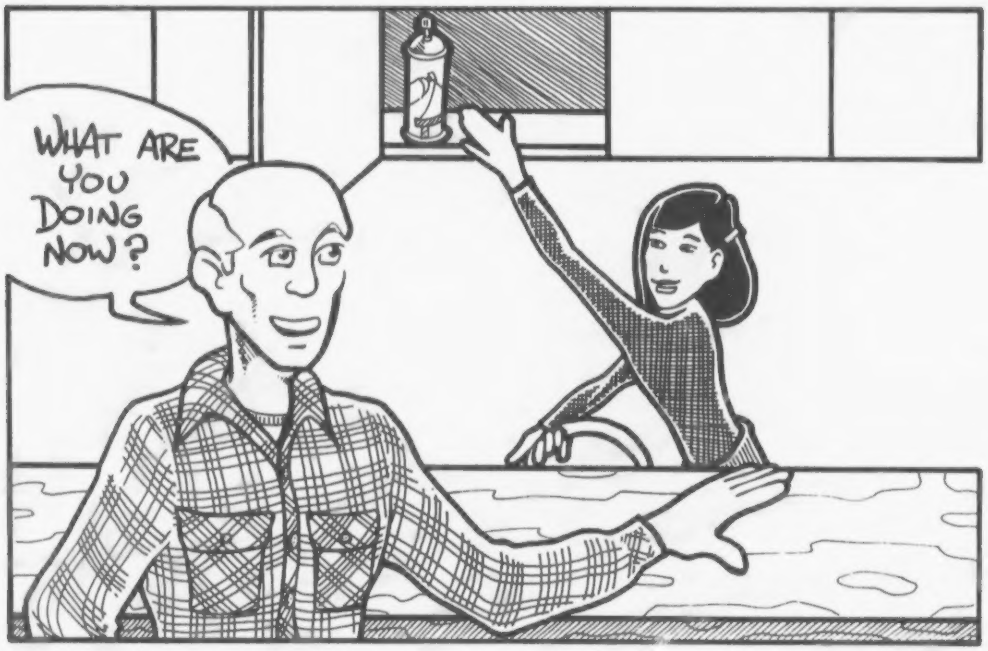
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with dusting, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.


WHAT ARE YOU DOING NOW?

Express Action Steps, Using a Word, Phrase, or Sentence

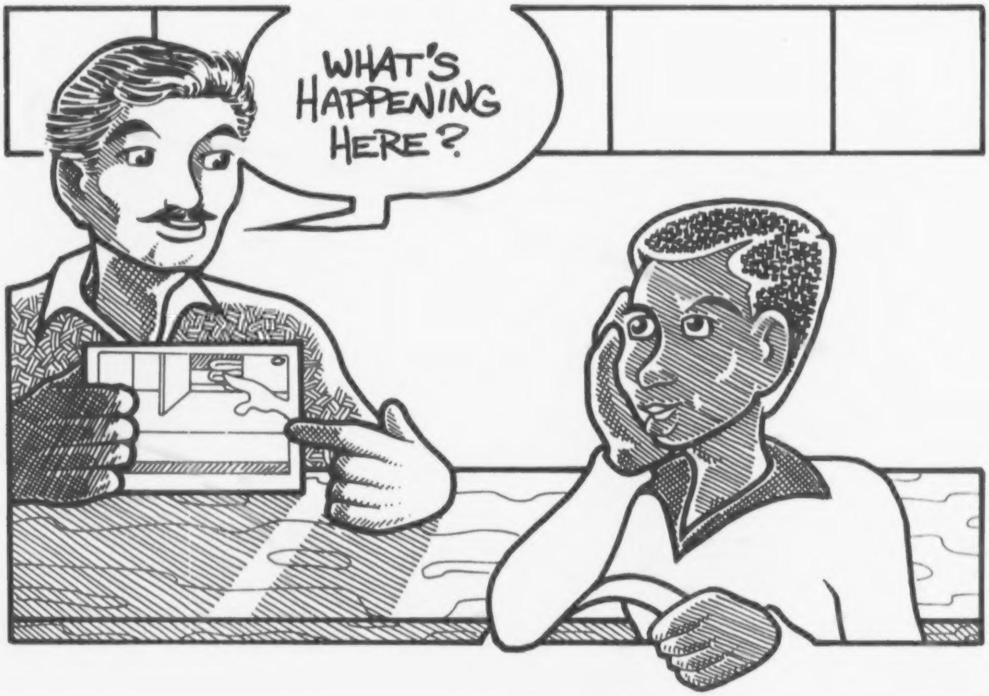
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


WHAT'S HAPPENING HERE?

Answer Simple Questions

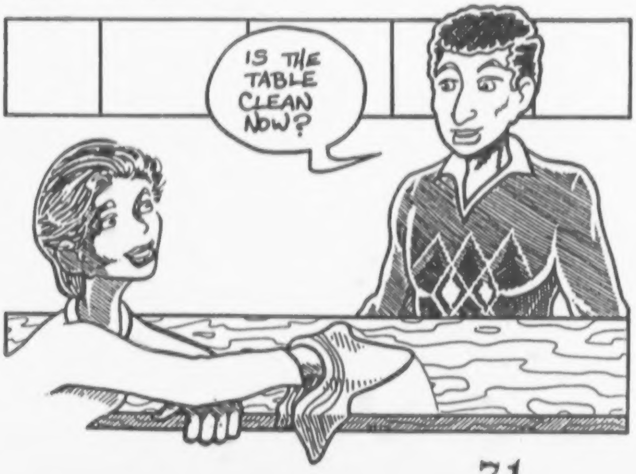
GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of dusting.

MATERIALS: Simple Questions for Dusting (page 32)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Dusting list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Dusting list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


IS THE TABLE CLEAN NOW?

Dusting
Multiple Choice Questions

Name ______________________________

1. What do you use to wipe off dust from the furniture?
   a. Sponge
   b. Dust cloth
   c. Cleanser
2. What do you spray on the furniture to make it shiny and clean?
   a. Furniture polish
   b. Window washer spray
   c. Deodorant
3. What do you do with a dust cloth when it gets dirty?
   a. Take a bath with it
   b. Put it in the laundry
   c. Dry dishes with it
4. What pieces of furniture do you dust?
   a. Sink, chair, dishwasher
   b. Dresser, bathtub, closet
   c. Table, dresser, nightstand
5. Where do you keep the furniture polish?
   a. Storage place
   b. Stove
   c. Bed
6. Before you begin to dust, what do you do with the objects that are on top of the furniture?
   a. Spray them
   b. Move them
   c. Throw them away
7. Why do you dust the furniture?
   a. Because it's dirty and dusty
   b. Because it's wet
   c. Because it's clean
8. When do you dust the furniture?
   a. When it breaks
   b. When it's dusty
   c. When it's wet

9. What do you do with the furniture polish when you are finished dusting?
   a. Throw it away
   b. Put it in the refrigerator
   c. Return it to its storage place

10. Who dusts the furniture?
   a. People
   b. Dogs
   c. Republicans

Dusting
Yes/No Questions

Name ______________________________

1. Do you spray furniture polish on the stove?
   YES NO
2. Do you dust the mattress of your bed?
   YES NO
3. Do you spray furniture polish on your dust cloth?
   YES NO
4. Do you use a mop to dust the furniture?
   YES NO
5. Do you keep furniture polish in a storage place?
   YES NO
6. Do you dust the carpet with furniture polish?
   YES NO
7. Do you dust the table and TV in the living room?
   YES NO
8. Do you dust the stove and refrigerator in the kitchen?
   YES NO
9. Do you dust the dresser, nightstand, and headboard in the bedroom?
   YES NO
10. Do you put the dirty dust cloth in the laundry?
    YES NO

Request Objects, Using a Sentence

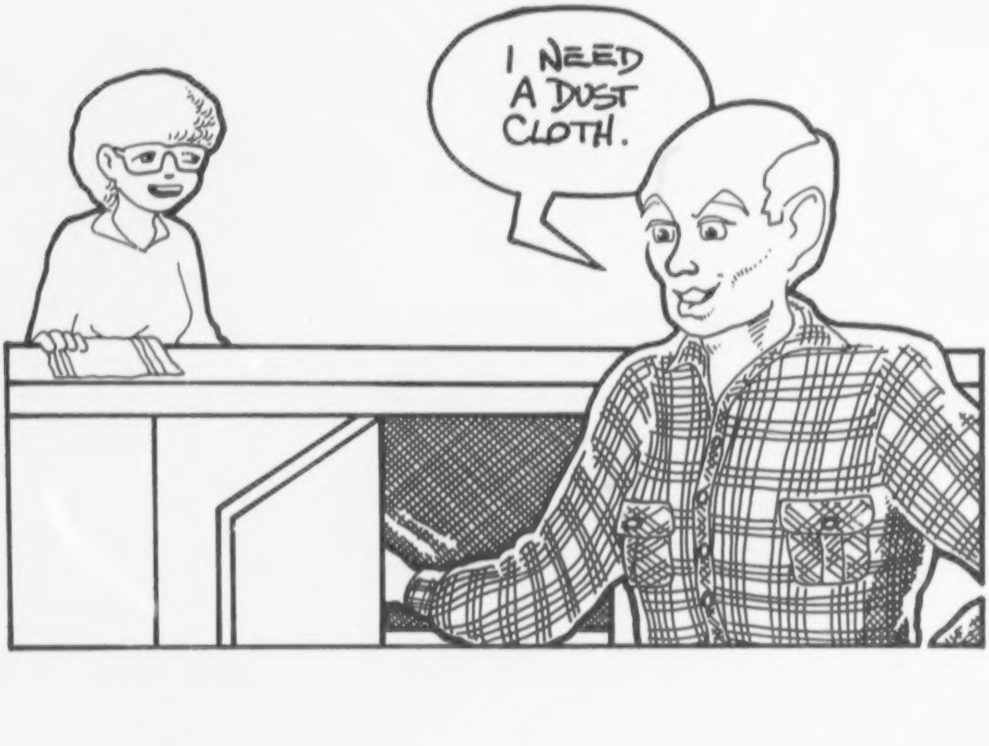
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for dusting, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, page 17)
Shopping List Worksheet (page 55)
Flip Book pictures

ACTIVITIES:

1. Have individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


I NEED A DUST CLOTH.

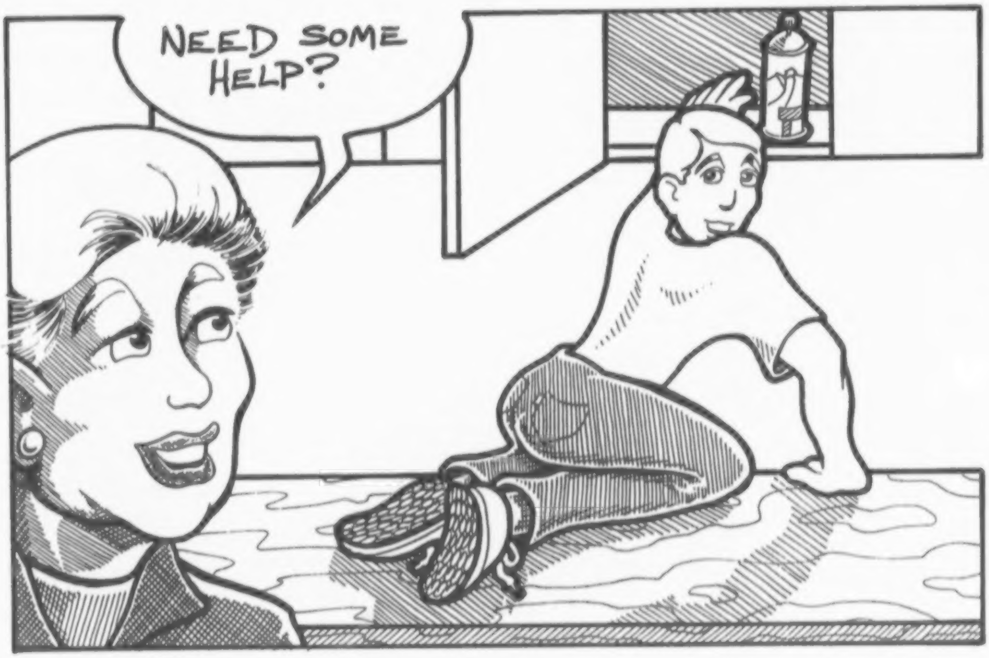
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while dusting. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.


NEED SOME HELP?

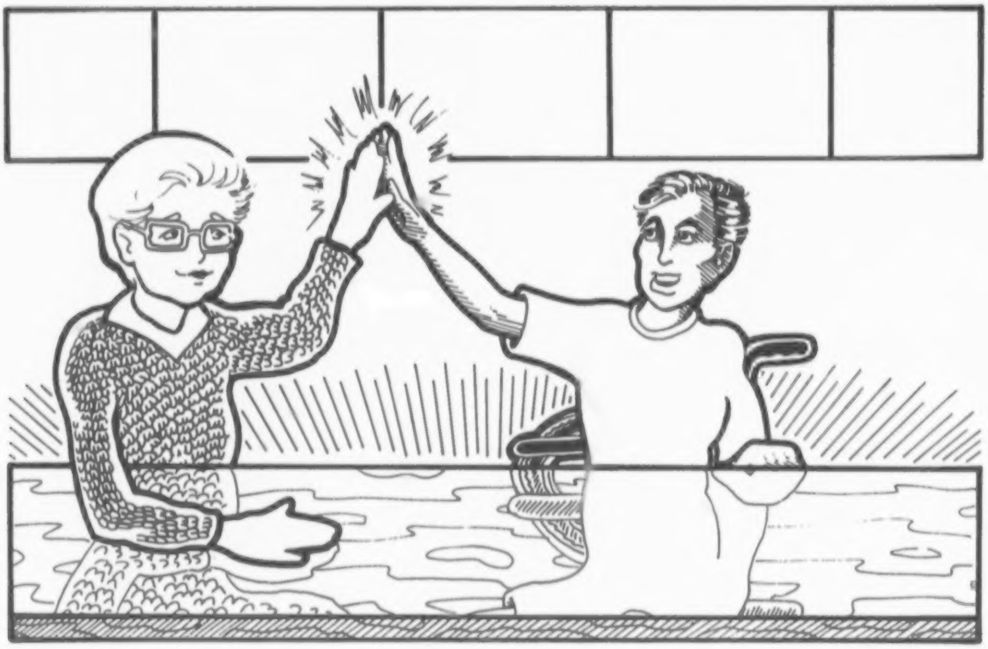
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."



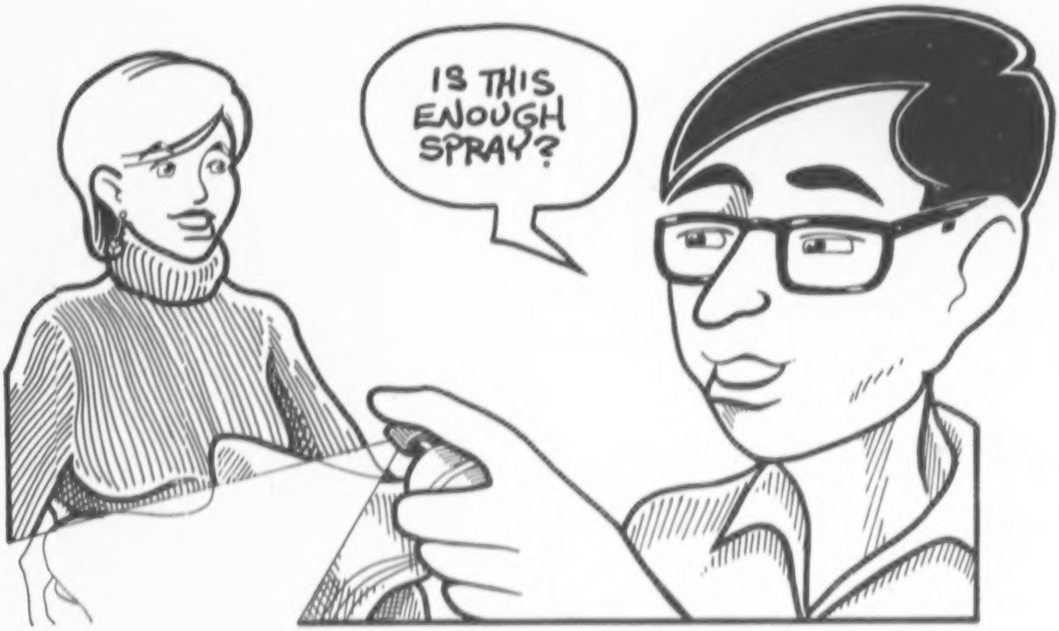
Request Information

GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task.

MATERIALS: Objects used in the task (See Vocabulary List, page 17)
Flip Book pictures

ACTIVITIES:
1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


IS THIS ENOUGH SPRAY?

Express Varied Sentence Structures and Pragmatic Functions

GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures

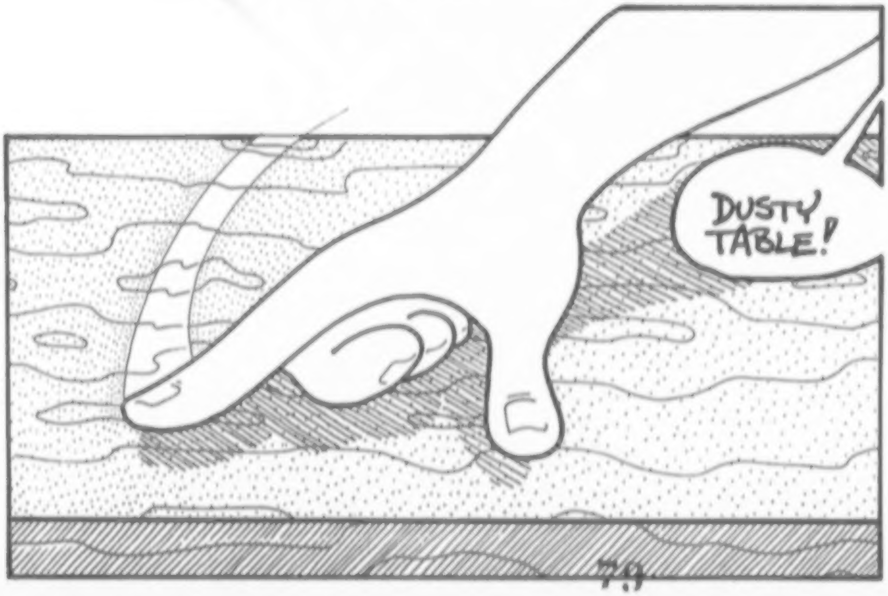
Objects used in the task (See Vocabulary List, page 17)

Money

Coin Value Worksheets (pages 383-390)

ACTIVITIES:

1. Engage the individual in conversation about dusting. Help the individual to use a variety of sentence structures, such as "I am going to dust the chair" (agent + action + object) or "Dusty table!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of dusting. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.


DUSTY TABLE!

Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

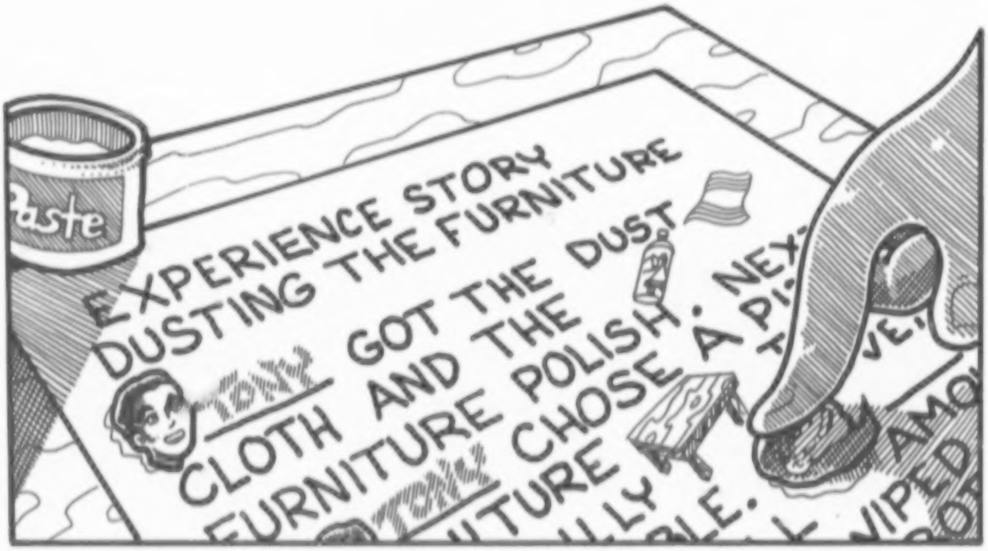
MATERIALS: Experience Story

Experience Story Faces (pages 395-398)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


Paste
EXPERIENCE STORY
DUSTING THE FURNITURE
TONY GOT THE DUST
CLOTH AND THE
FURNITURE POLISH. NEX
TONY CHOSE A PI
TURE
LLY
BLE.
WIPED
AMO

Dusting the Furniture
Experience Story

☐ got the dust cloth and the furniture polish.

Next, ☐ chose a piece of furniture to dust. ☐ carefully moved the objects from the table. ☐ sprayed a small amount of furniture polish on the dust cloth and wiped the surface of the furniture from top to bottom.

After dusting, ☐ replaced all the objects on the table.

☐ chose another piece of furniture to dust, sprayed a small amount of furniture polish on the dust cloth, and dusted until the furniture was clean. When all the furniture was clean,

☐ returned the furniture polish and dust cloth to their usual storage places.

☐ did a great job!

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 55)

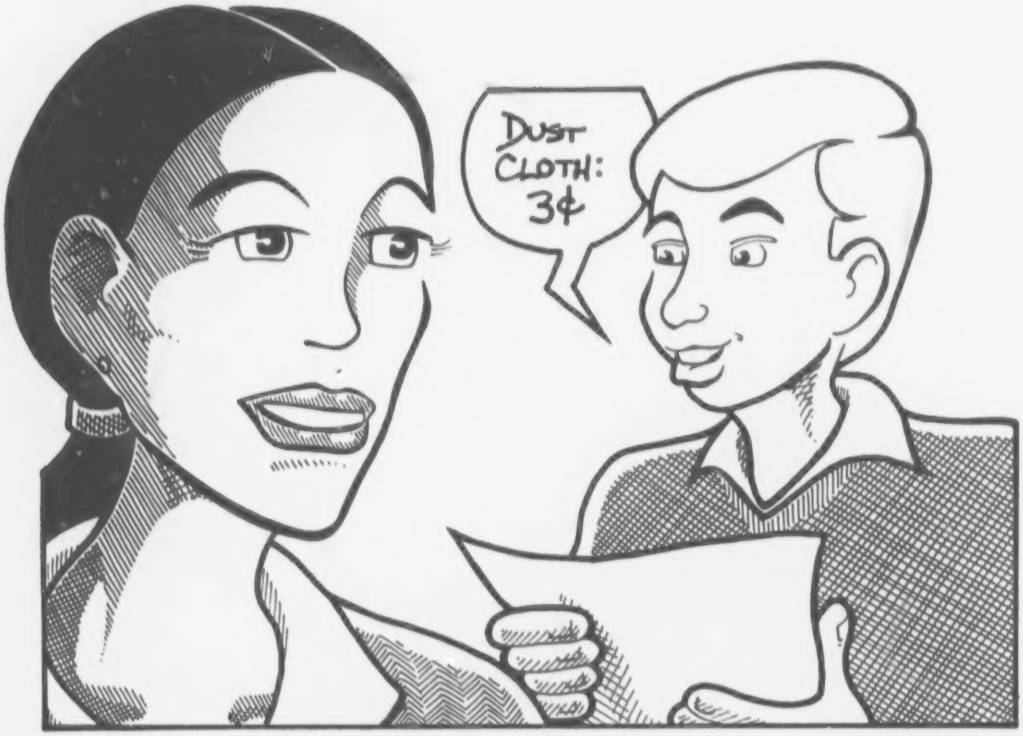
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 387-394)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Dusting
Skills Profile

Name ______________________________ Date ____________

Instructor ____________________________ Program ___________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
RECEPTIVE LANGUAGE SKILLS					
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments: ______________________________

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Dusting
Goals and Objectives

Name ______________________________ Date ____________

Instructor ___________________________ Program __________

________ Annual goal: To improve receptive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will recognize objects used in dusting, when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of dusting.	______out of ______times
	3. The individual will recognize pictures of objects used in dusting, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with dusting, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for dusting when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of dusting, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of dusting, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of dusting, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of dusting, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in dusting, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with dusting, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in dusting.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✔ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in dusting.	______out of ______times
	2. The individual will request objects needed to complete the routine task of dusting.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with dusting, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of dusting.	______out of ______times
	6. The individual will request items needed for dusting, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of dusting.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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Chapter 2

Washing Tables and Countertops

Letter #1 to Parents or Significant Caregivers

Dear ________________________________ ,

Washing tables and countertops is a job that is done regularly. Our tables, counters, and work areas get messy from cooking, art and craft projects, and work in general. It is important for us to talk about the job we are doing. We must practice using our new vocabulary and best sentences. All the important words we are learning are listed on the worksheet, Vocabulary List for Washing Tables and Countertops. You can help us look at that worksheet and find all the things named in the vocabulary. The 22 steps necessary for carrying out this task are listed on the worksheet, Steps for Washing Tables and Countertops. We will be learning and practicing those steps in different activities that teach us various parts of the task. Activity worksheets will be sent to you regularly. Please keep them in a folder so they will not get lost. It is important to be consistent when learning new skills. Using the same language and sequence of steps will help us to learn this task in different settings.

We must practice these tasks often and in many places. We can wipe off countertops before and after cooking, wash tables before and after meals, and clean work areas before and after using them. We must learn to judge when the table or counter is dirty, and we must decide which type of cleaner to use. We also must be responsible for putting everything away when we have finished the task. It is important for us to learn basic safety rules when handling cleaning supplies that might be harmful. We need to talk about our work and to receive praise for our participation in doing daily chores. This will provide a feeling of accomplishment and a sense of pride.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents
or Significant Caregivers

Dear ________________________________ ,

I am learning how to wash tables and countertops. I am also learning the vocabulary that is needed in carrying out the task. It is important for me to clean these work areas when they get dirty or messy. I am learning to recognize when this chore needs to be done, rather than relying on others to tell me when to do it. This will improve my independence. As I carry out the chore, it is helpful to talk about my work using new vocabulary and good sentence structure. All the important words I am learning are listed in the worksheet, Vocabulary List for Washing Tables and Countertops. You can help me look at the pictures on the worksheet and find all the things named in the vocabulary. The 22 steps necessary for carrying out this task are listed on the worksheet, Steps for Washing Tables and Countertops. I will follow those steps to learn various parts of the task in many different activities. Activity worksheets will be sent to you regularly. Please keep them in a folder so they will not get lost. It is important to be consistent when learning these new skills. Using the same language and sequence of steps will help me learn to perform this task in different settings.

I must practice this task often in our home environment and at appropriate times. I must learn to judge when the table or counter is dirty and decide which type of cleaner to use. I also must be responsible for putting everything away when I have finished my work. It is important for me to learn basic safety rules when handling cleaning supplies that might be harmful. It is helpful to talk to others about my work and be recognized for my contributions to the upkeep of our home. This will provide me with a feeling of accomplishment and a sense of pride.

____

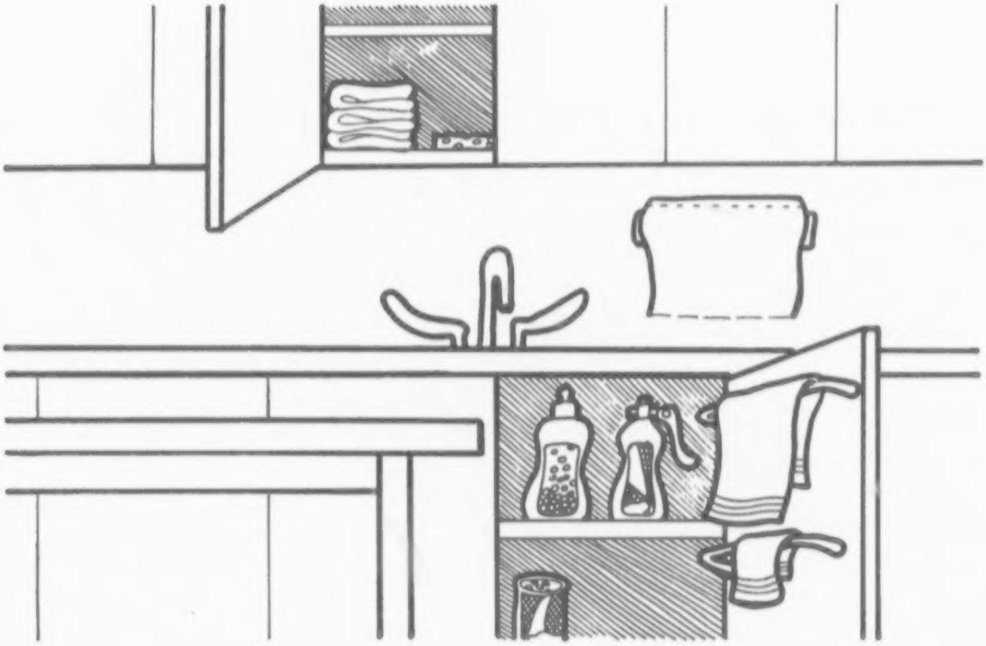
(Individual's name)

____

(Staff member's name)

Vocabulary List for Washing Tables and Countertops

dish soap
hot and cold water
table
dishcloth
wipe
counter
spray cleaner
wash
detergent
dish towel
spray
countertop
cleanser
rinse
sponge
paper towel
dry



Steps for Washing Tables and Countertops

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Choose either a sponge or dishcloth.
2. Turn on the cold and hot water and adjust to warm.
3. Wet the sponge or cloth with warm water in the sink.
4. Wring out the extra water from the sponge or cloth.
5. Turn off the water.
6. Choose the type of cleaner you want to use—spray cleaner, cleanser, or dish soap.
7. Put a little dish soap on the cloth or sponge.

   OR

   Spray a little spray cleaner on the table or countertop.

   OR

   Sprinkle a little cleanser on the table or countertop.
8. Wipe the table or countertop. Use a back-and-forth motion (to and from the body).

   (It is important to teach washing tables or countertops using specific directional motions such as back-and-forth movements (to and from the body) instead of using a more haphazard pattern such as a circular washing motion. It may be helpful to place bright tape arrows in pattern on all or a portion of a table for training purposes. This will provide a visual cue for the individual to follow while establishing a directional pattern for washing. It also may be helpful to outline the edge of the table with a contrasting color of tape to indicate the parameters of the area to be washed. These visual cues should be eliminated as the individual becomes more competent at the task.)
9. Turn on the cold and hot water and adjust to warm.
10. Rinse the sponge or dishcloth.
11. Wring the extra water from the sponge or cloth.

12. Turn off the water.

13. Wipe the table or countertop again to remove the cleaner. Use a back-and-forth motion (to and from the body).

14. Turn the water on.

15. Rinse the sponge or dishcloth again.

16. Wring out the extra water from the sponge or cloth.

17. Turn off the water.

18. Put the sponge or dishcloth in its proper storage place.

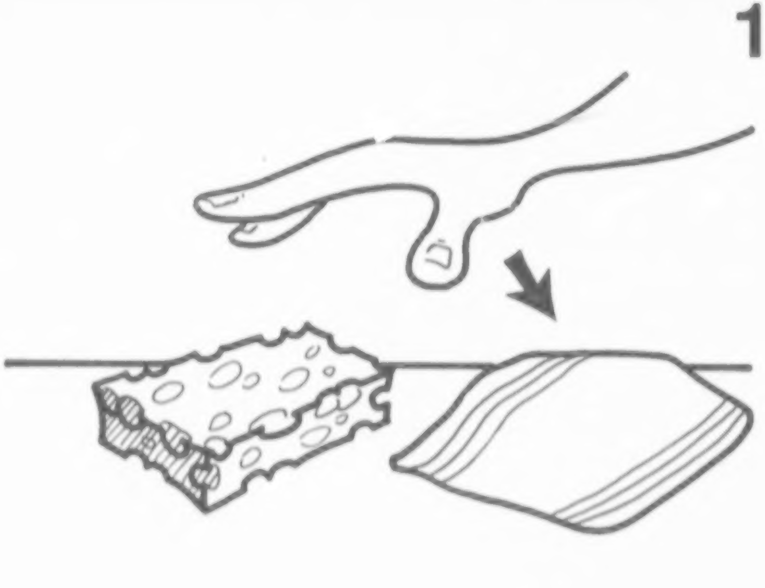
19. Choose either a paper towel or a dish towel.

20. Dry the table or countertop with a paper towel or dish towel. Use a back-and-forth motion (to and from the body).

21. Throw the used paper towel in the garbage.
    OR
    Put the dish towel in the proper storage place.

22. Put away the dish soap, cleanser, or spray cleaner.

Steps for Washing Tables and Countertops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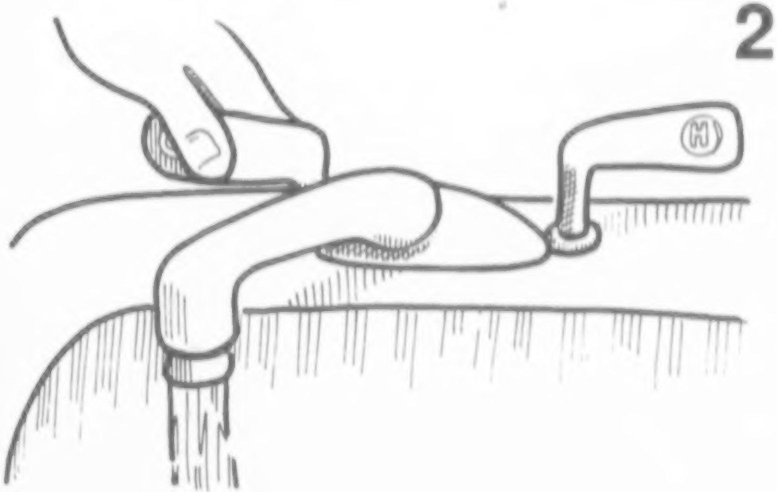
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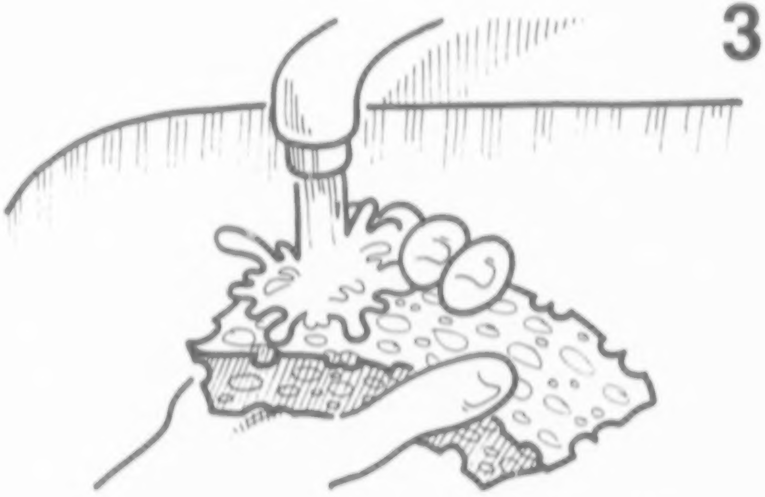
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1. Choose either a sponge or dishcloth.

3. Wet the sponge or cloth with warm water in the sink.

2. Turn on the cold and hot water and adjust to warm.

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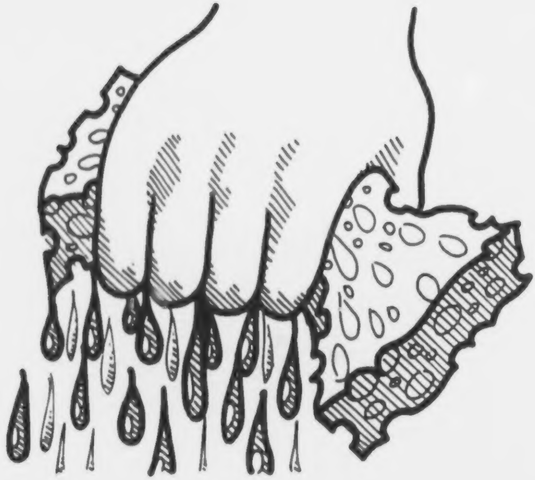

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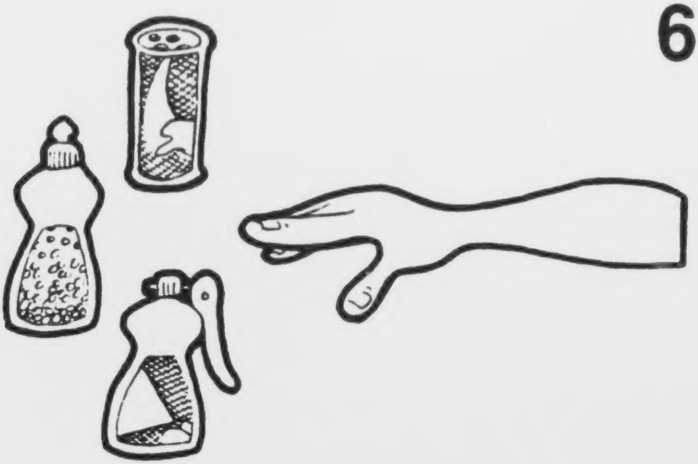

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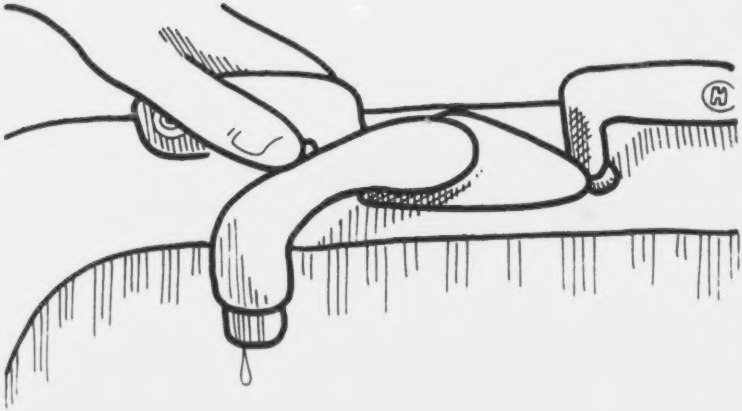

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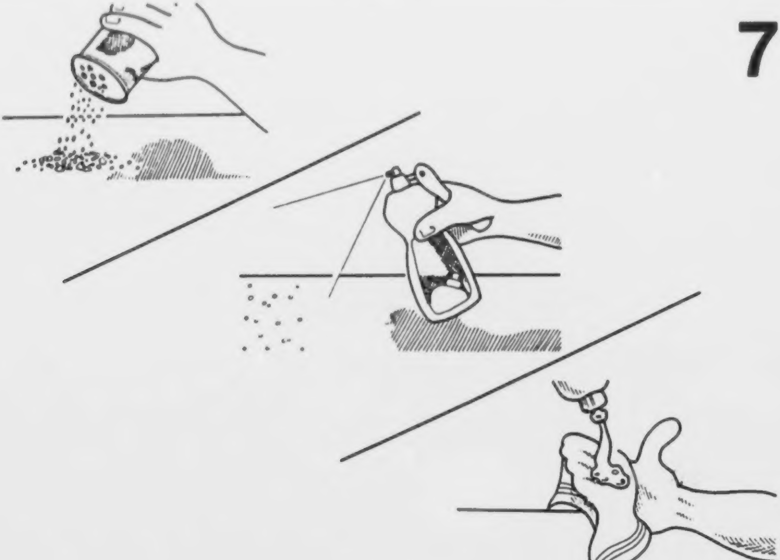


5. Turn off the water.

7. Put a little dish soap on the cloth or sponge.

OR

Spray a little spray cleaner on the table or countertop.

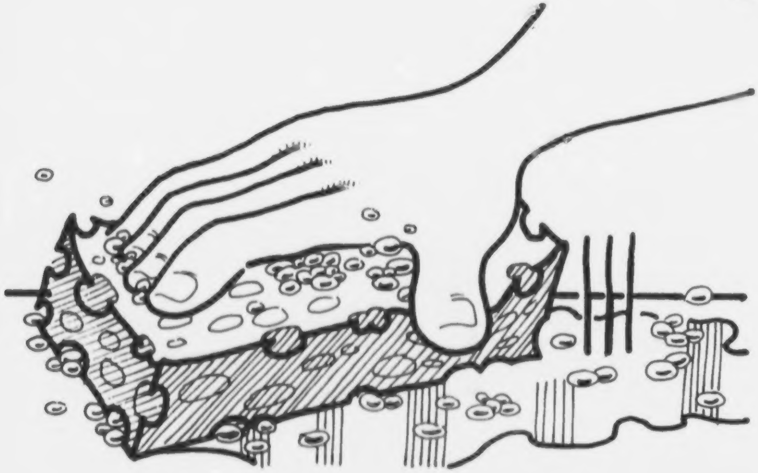
OR

Sprinkle a little cleanser on the table or countertop.

4. Wring out the extra water from the sponge or cloth.

6. Choose the type of cleaner you want to use—spray cleaner, cleanser, or dish soap.

8



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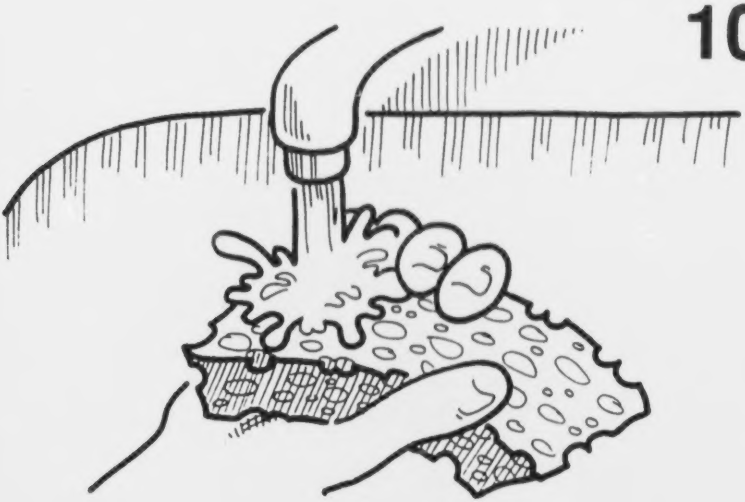

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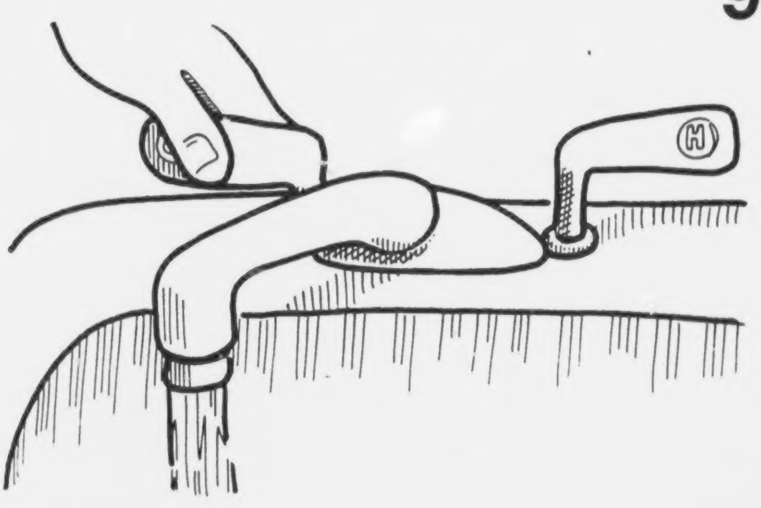

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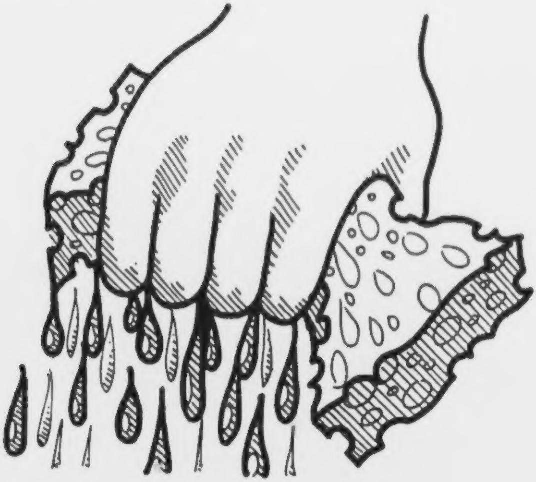


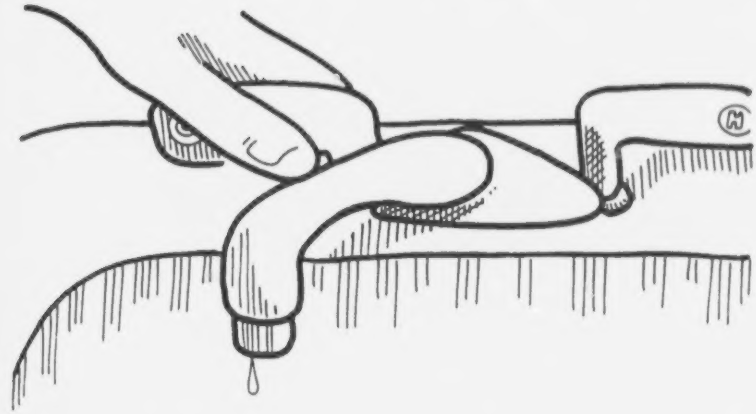
9. Turn on the cold and hot water and adjust to warm.

11. Wring the extra water from the sponge or cloth.

8. Wipe the table or countertop. Use a back-and-forth motion (to and from the body).

10. Rinse the sponge or dishcloth.

12



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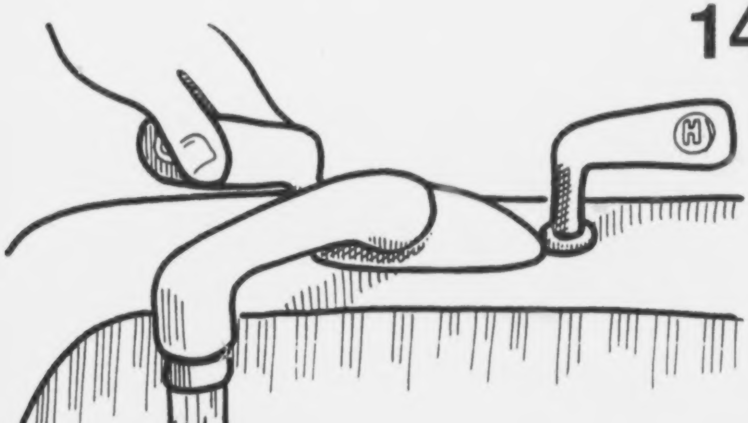

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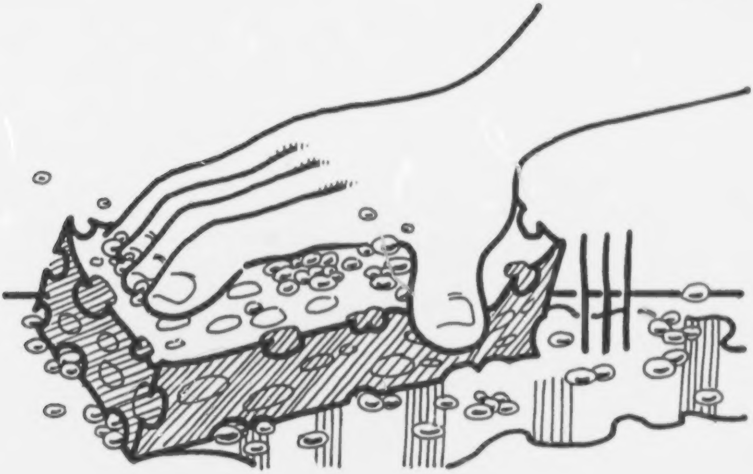

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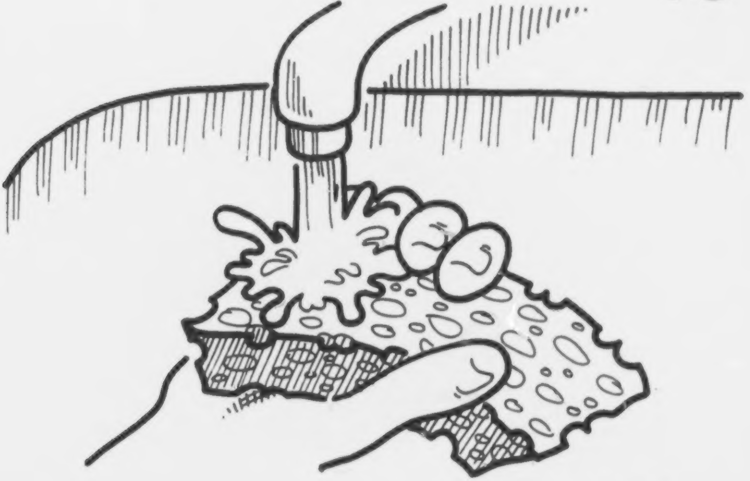


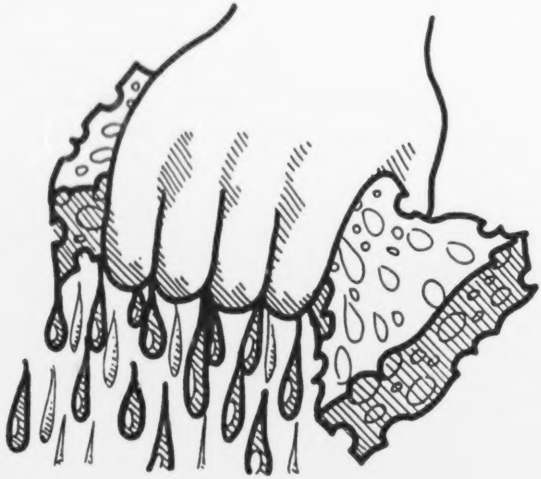
13. Wipe the table or countertop again to remove the cleaner. Use a back-and-forth motion (to and from the body).

15. Rinse the sponge or dishcloth again.

12. Turn off the water.

14. Turn the water on.

16



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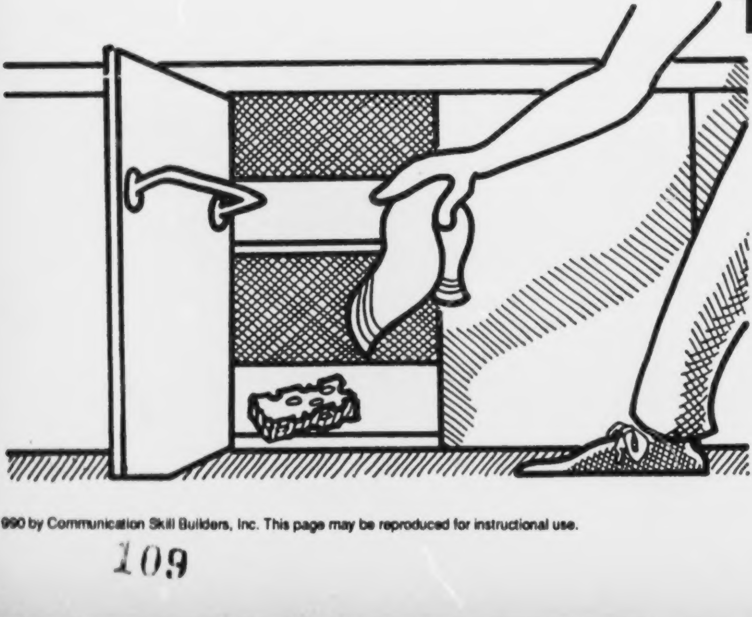

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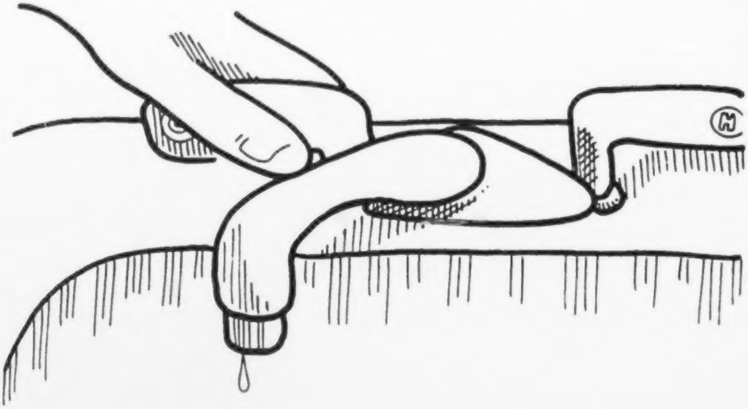

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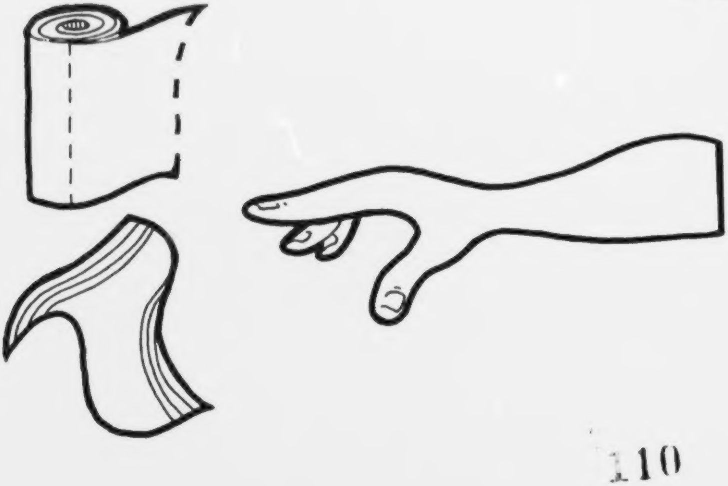


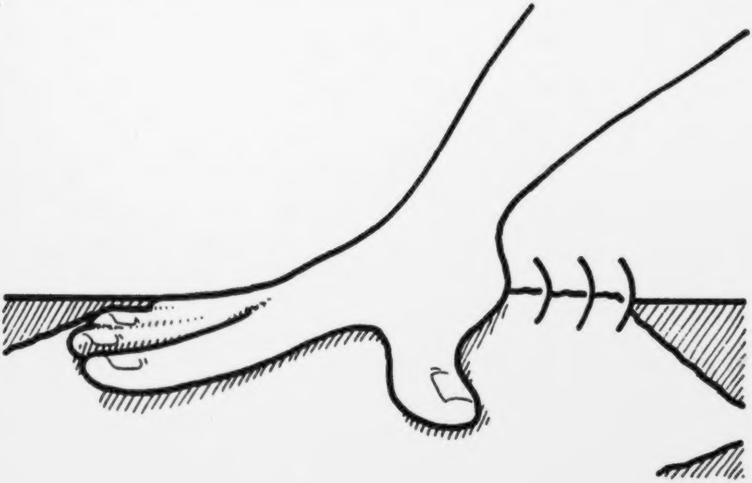
17. Turn off the water.

19. Choose either a paper towel or a dish towel.

16. Wring out the extra water from the sponge or cloth.

18. Put the sponge or dishcloth in its proper storage place.

20



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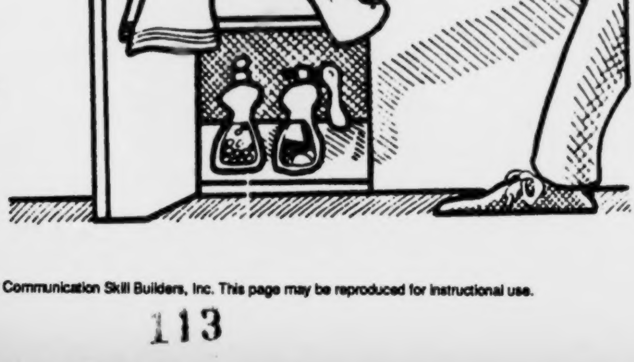

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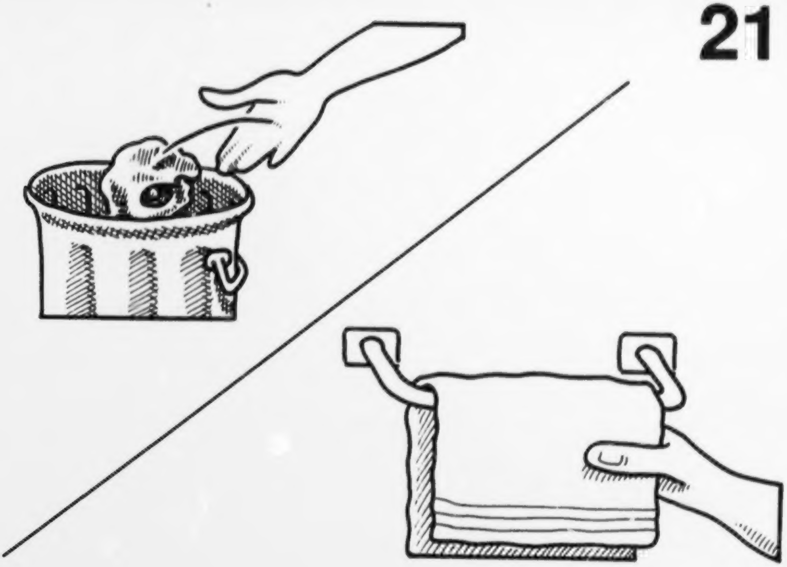


21. Throw the used paper towel in the garbage.
OR
Put the dish towel in the proper storage place.

20. Dry the table or countertop with a paper towel or dish towel. Use a back-and-forth motion (to and from the body).

22. Put away the dish soap, cleanser, or spray cleaner.

Object Recognition

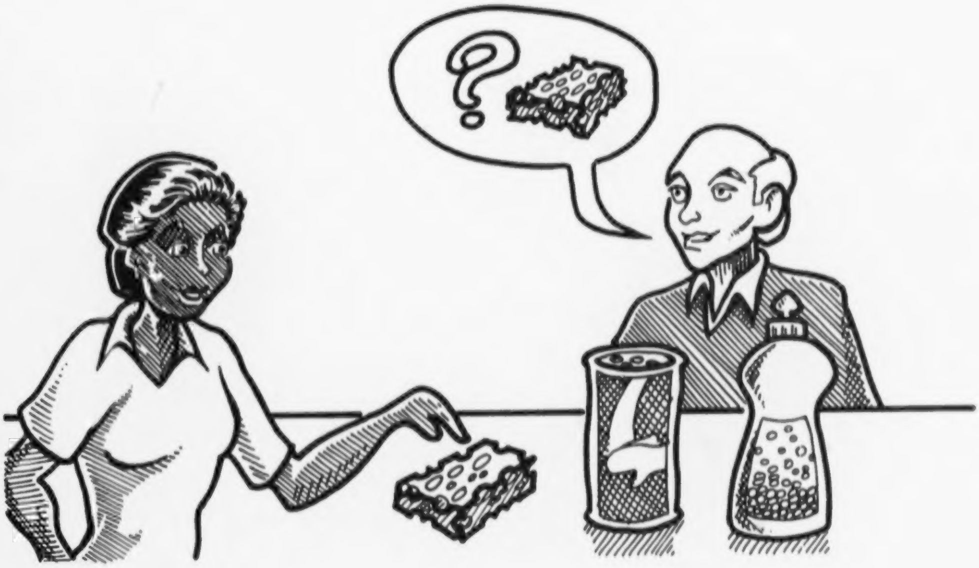
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in washing tables and countertops when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 81)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.



Recognition of Objects Needed for a Routine Task

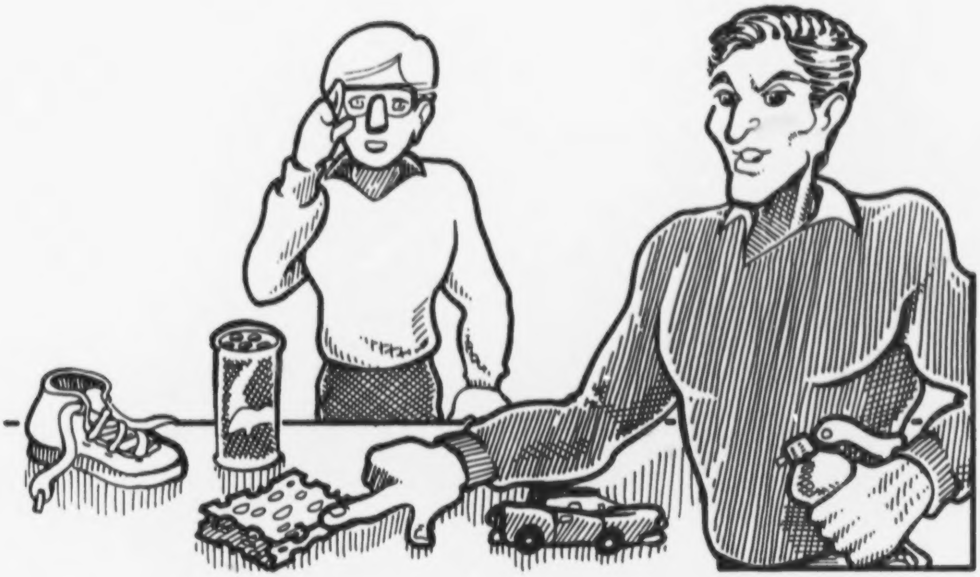
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects needed for the routine task of washing tables and countertops.

MATERIALS: Objects used for the task (See Vocabulary List, page 81)
Other objects that are unrelated to the task

ACTIVITIES:

1. Present the individual with a choice of items, some related to washing tables and countertops and others unrelated to the task. Direct the individual to "Find the ones we use to wash tables and countertops."
2. Direct the individual to "Find the things needed to wash tables and countertops." Have the individual find the items in their normal storage places.



Picture Search

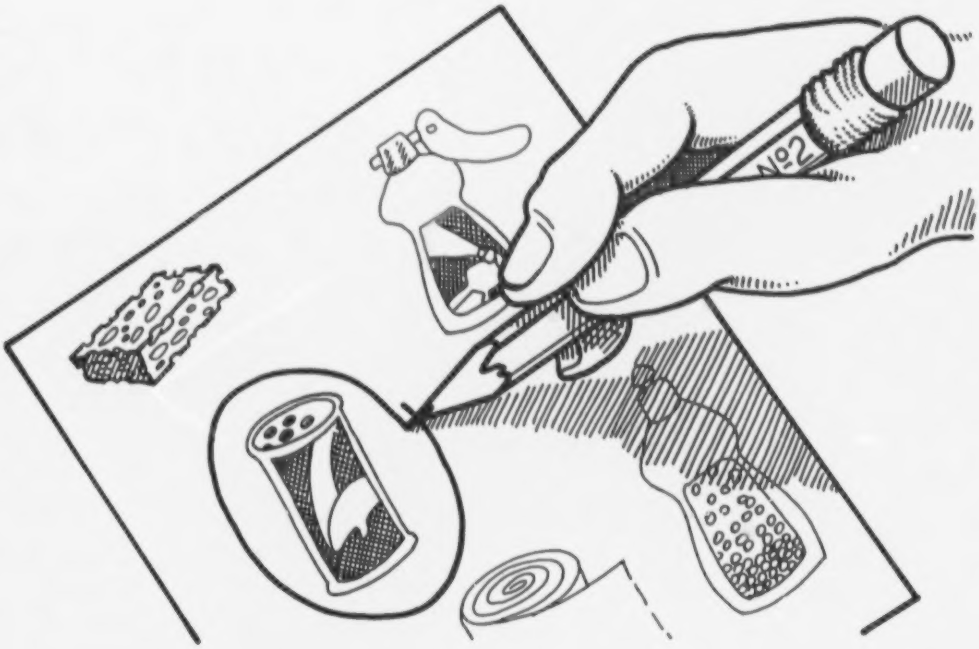
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in washing tables and countertops, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

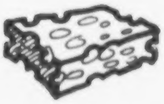
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in washing tables and countertops. Do not use the real objects unless the individual needs help.

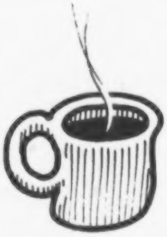


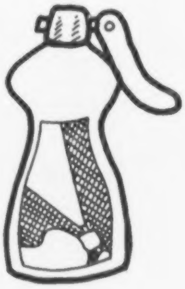
Washing Tables and Countertops Picture Search Worksheet

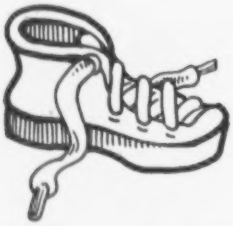
Name ______________________________

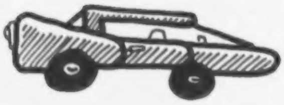
Look at the pictures below. Find the things you use to wash tables and countertops. Draw a circle around those pictures.

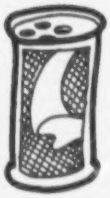


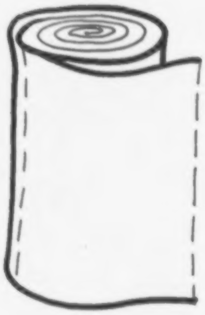


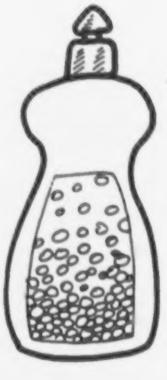


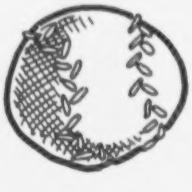


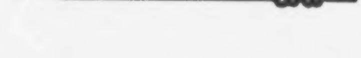












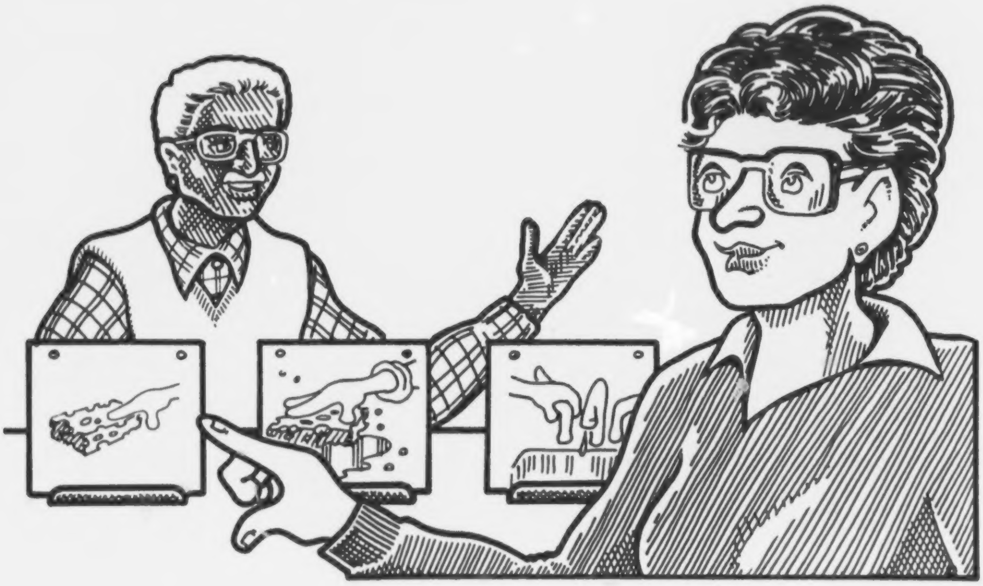
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with washing tables and countertops, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."



Follow Single-Step Directions

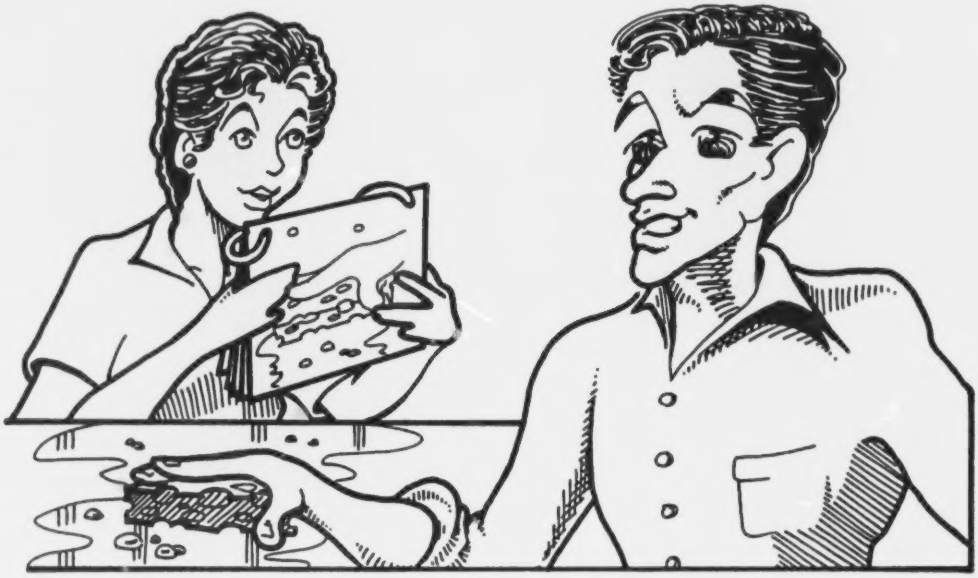
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for washing tables and countertops when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Washing Tables and Countertops (pages 82-83)

ACTIVITIES: Refer to Steps for Washing Tables and Countertops. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

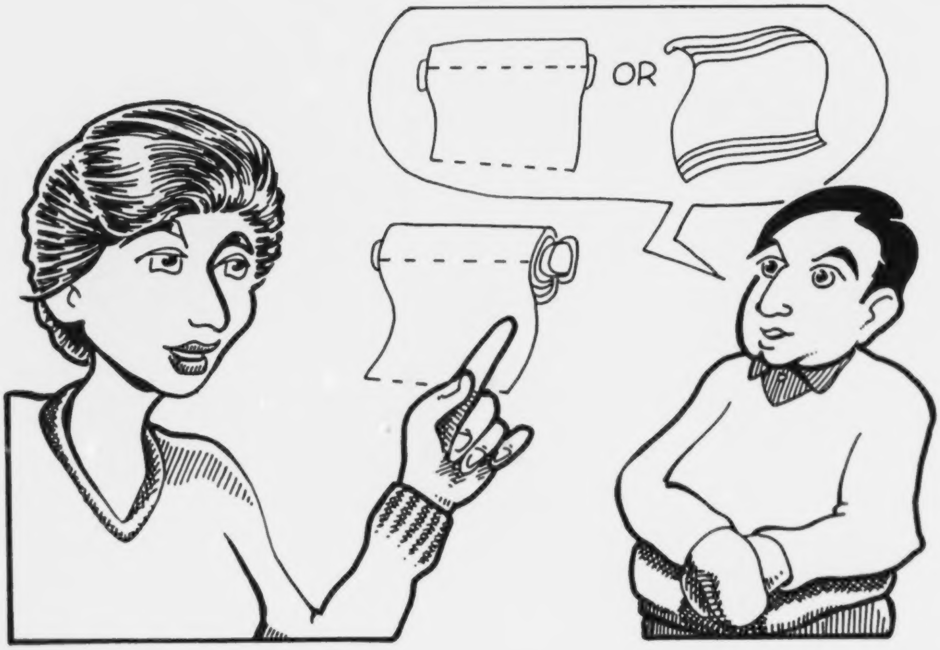
OBJECTIVE: The individual will respond to simple questions about the task of washing tables and countertops, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Washing Tables and Countertops

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Washing Tables and Countertops worksheet, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.



Simple Questions for Washing Tables and Countertops
Level 1

1. Which one is cleanser?
   Which one is dish soap?
   Which one is spray cleaner?
2. Which one is a sponge?
   Which one is a dishcloth?
3. Which one is a paper towel?
   Which one is a dish towel?
4. Which one is clean?
   Which one is dirty?
5. Which one is wet?
   Which one is dry?
6. What is the person washing?
7. What is the person getting?
   What is the person using?
8. What is the person rinsing?
9. Who is rinsing the sponge?
10. What do you use to clean the table or countertop?

Level 2

11. What do you use to dry the table or countertop?

12. Where do you rinse the sponge or dishcloth?

13. Where do you throw the paper towel after it has been used?

14. Where is the cleanser?
    Where is the dish soap?
    Where is the spray cleaner?

15. Where do you keep the sponge or dishcloth?

16. Where do you put the dishcloth or dish towel when it's dirty?

17. What kind of cleaner is the person using?

18. Why do you wash the table or countertop?

19. Why do you dry the table or countertop?

20. When do you wash the table or countertop?

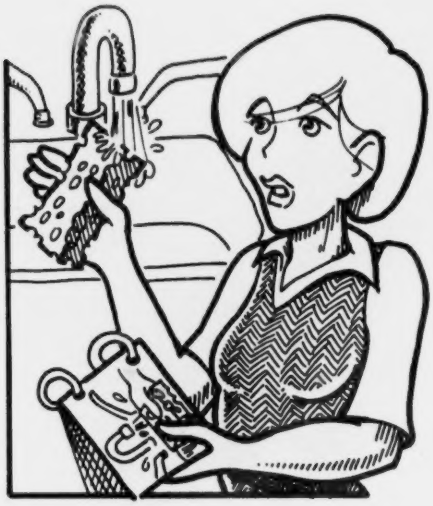
Follow Sequenced Picture Directions

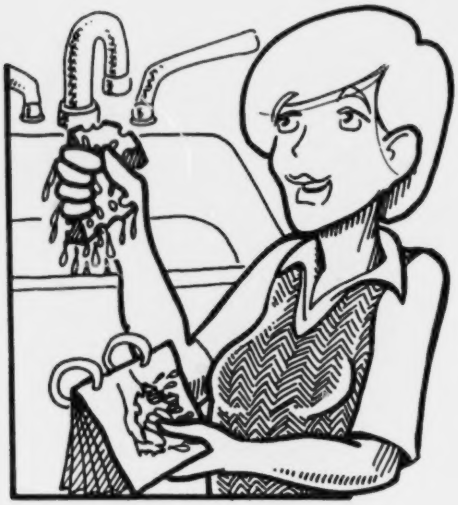
GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of washing the tables and countertops, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.





Picture Sequencing

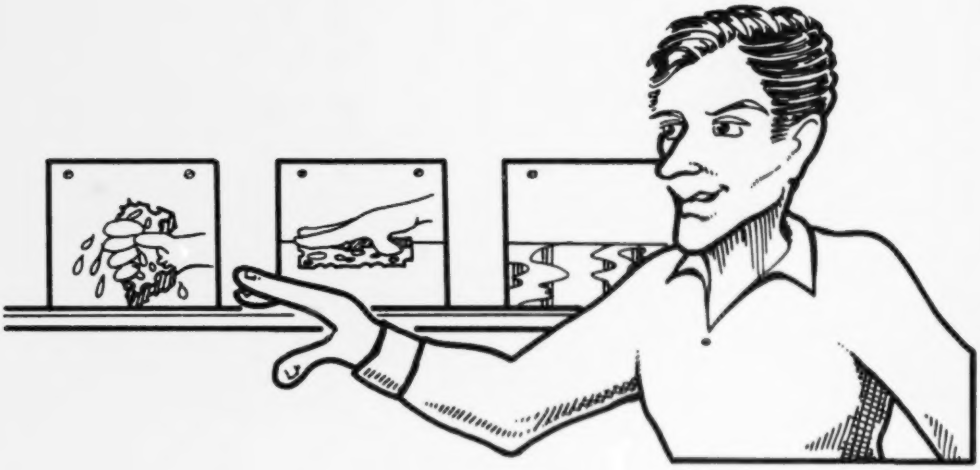
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of washing tables and countertops, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



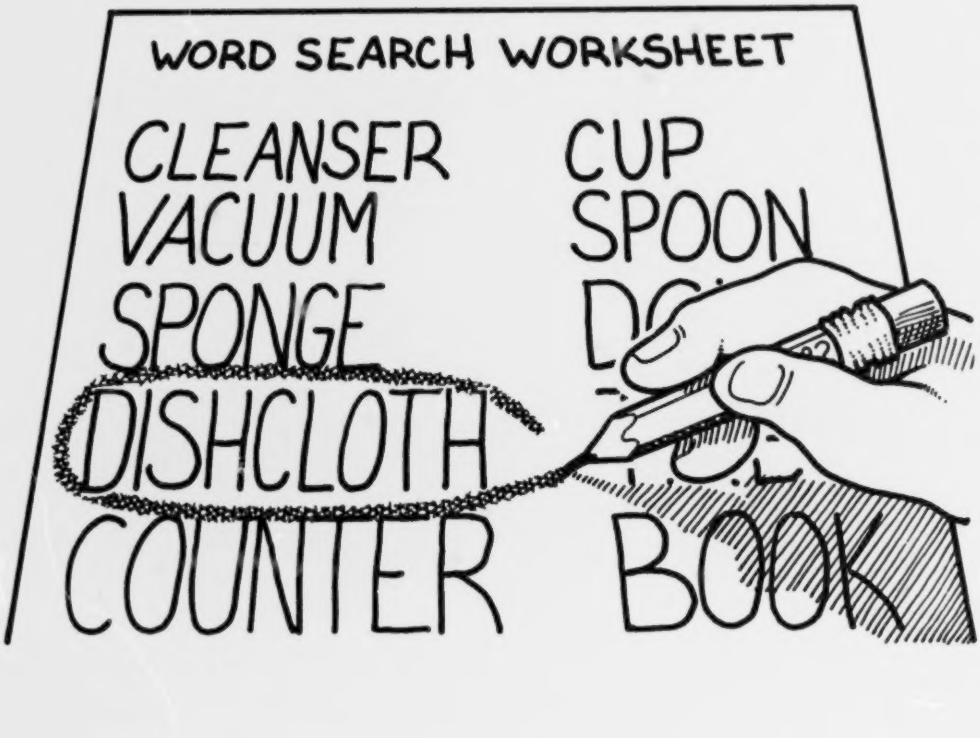
Word Search

GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of washing tables and countertops, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:
1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in washing tables and countertops.
2. Have the individual copy those words on the lines at the bottom of the page.


WORD SEARCH WORKSHEET
CLEANSER
CUP
VACUUM
SPOON
SPONGE
DISHCLOTH
COUNTER
BOOK

Washing Tables and Countertops
Word Search Worksheet

Name ______________________________

1. Look at the words written below. Find the things you need to wash tables and countertops. Circle those words.

cleanser
dishcloth
can opener
spoon
book
wipe
shoe
milk
comb
toothbrush
eraser

vacuum
counter
detergent
dog
wash
dish towel
dish soap
pencil
bed
dry
spray

sponge
mixer
cup
table
rinse
crayon
paper towel
spray cleaner
hot and cold water

2. Look at the words you have circled above. These are the things you need to wash tables and countertops. Copy those words on the lines below.

Word Closure

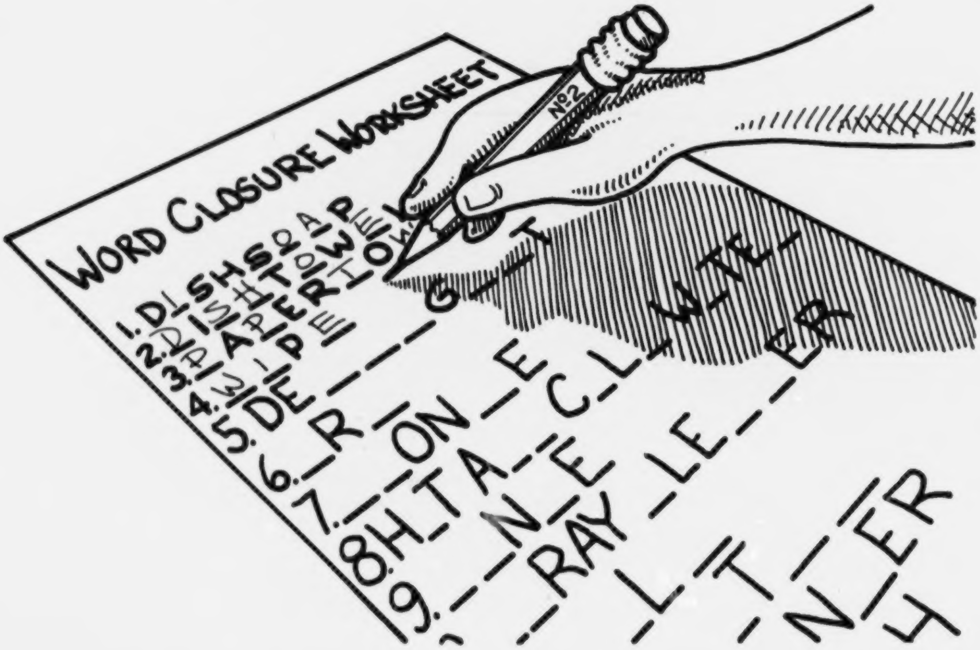
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in washing tables and countertops, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Washing Tables and Countertops
Word Closure Worksheet 1

Name ____________________

1. D _ S H   S _ _ P
2. _ I _ _   T _ W _ L
3. _ A _ E R
   _ O _ E L
4. _ _ P _
5. D E _ _ _ G _ _ T
6. _ R _
7. _ _ O N _ E
8. H _ T   A _ _
   C _ L _   W _ T E _
9. _ _ N _ E
10. _ _ R A Y
    _ L E _ _ E R
11. T _ _ L _
12. C O _ _ T _ _
13. _ L E _ N _ E R
14. _ A _ H
15. S _ R _ _
16. _ _ S H _ L _ T _

Vocabulary List

DISH SOAP
DISH TOWEL
PAPER TOWEL
WIPE
DETERGENT
DRY

SPONGE
HOT AND COLD WATER
RINSE
SPRAY CLEANER
TABLE

COUNTER
CLEANSER
WASH
SPRAY
DISHCLOTH

Washing Tables and Countertops
Word Closure Worksheet 2

Name ______________________________

1. D __ S H   S __ __ P

2. __ I __ __   T __ W __ L

3. __ A __ E R
   __ O __ E L

4. __ __ P __

5. D E __ __ __ G __ __ T

6. __ R __

7. __ __ O N __ E

8. H __ T   A __ __
   C __ L __   W __ T E __

9. __ __ N __ E

10. __ __ R A Y
    __ L E __ __ E R

11. T __ __ L __

12. C O __ __ T __ __

13. __ L E __ N __ E R

14. __ A __ H

15. S __ R __ __

16. __ __ S H __ L __ T __

Vocabulary List

DISH SOAP
WIPE
SPONGE
SPRAY CLEANER
CLEANSER
DISHCLOTH
DISH TOWEL
DETERGENT
HOT AND COLD WATER
TABLE
WASH
PAPER TOWEL
DRY
RINSE
COUNTER
SPRAY

Washing Tables and Countertops
Word Closure Worksheet 3

Name ______________________________

1. T _ _ L _
2. _ A _ E R
   _ O _ E L
3. D E _ _ _ G _ _ T
4. _ L E _ N _ E R
5. _ I _ _   T _ W _ L
6. _ _ O N _ E
7. C O _ _ T _ _
8. H _ T   A _ _
   C _ L _   W _ T E _
9. _ _ S H _ L _ T _
10. _ _ P _
11. S _ R _ _
12. _ _ N _ E
13. D _ S H   S _ _ P
14. _ _ R A Y
    _ L E _ _ E R
15. _ R _
16. _ A _ H

Vocabulary List

DISH TOWEL
WIPE
WASH
COUNTER
TABLE
DETERGENT
SPRAY CLEANER
HOT AND COLD WATER
SPRAY
DISHCLOTH
RINSE
CLEANSER
DISH SOAP
DRY
SPONGE
PAPER TOWEL

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

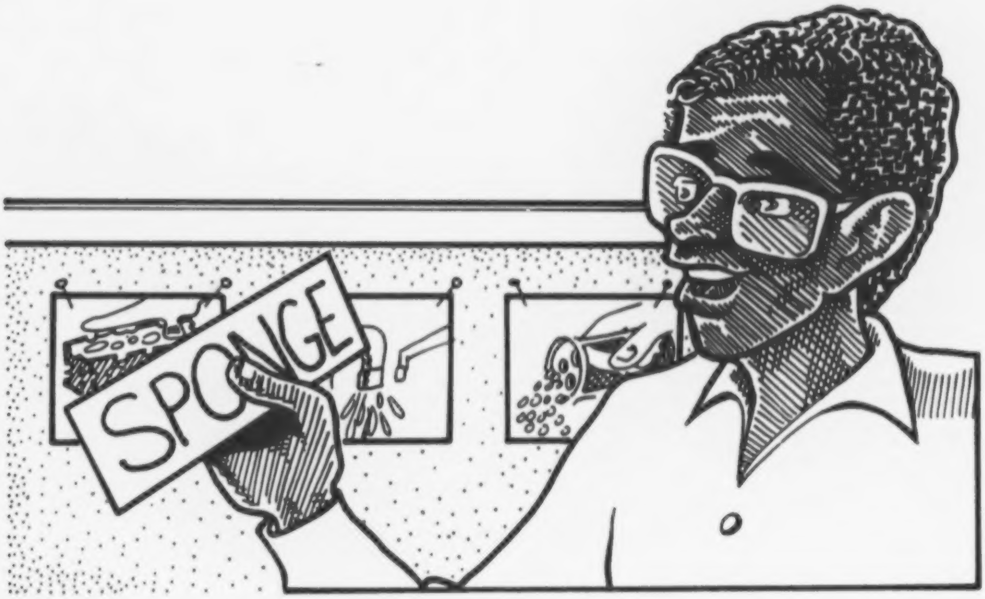
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

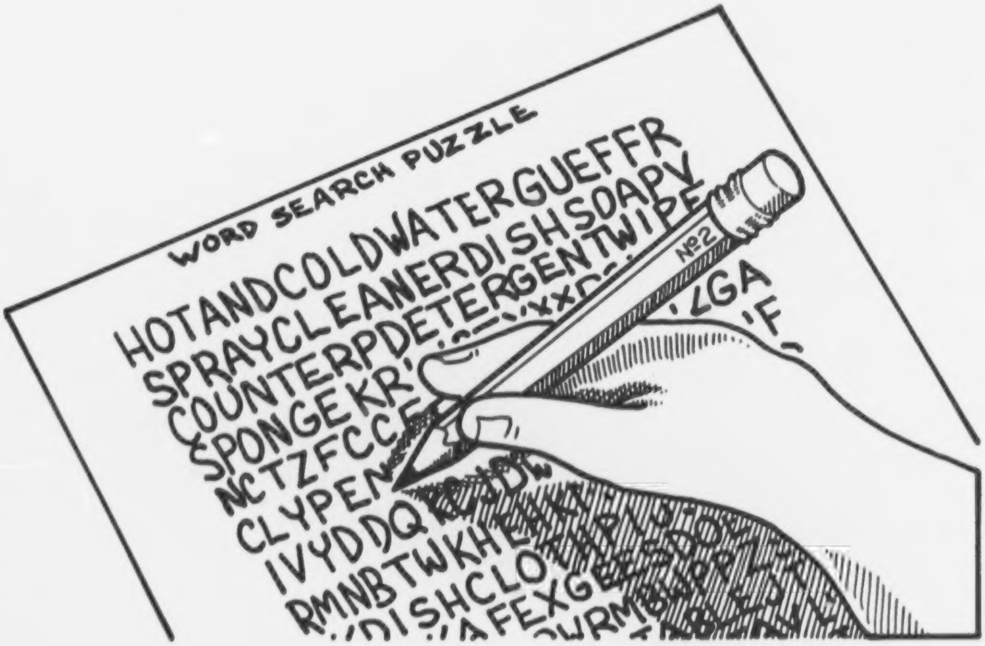
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with washing tables and countertops, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.


WORD SEARCH PUZZLE
HOTANDCOLDWATERGUEFFR
SPRAYCLEANERDISHSOAPY
COUNTERPDETERGENTWIPE
SPONGEKR
NCTZFCCF
CLYPEN
IVYDDQ
RMNBTWKH
DISHCLOTH
№2

Washing Tables and Countertops
Answer Keys
Word Search Puzzle 1

```
H O T A N D C O L D W A T E R . . . . . .
S P R A Y C L E A N E R D I S H S O A P .
C O U N T E R . D E T E R G E N T W I P E
S P O N G E . R I N S E . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . W A S H . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . D I S H C L O T H . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . T A B L E . . . . . .
. . . . . . . . . . . . . . . . . . . . .
D I S H T O W E L . D R Y . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . P A P E R T O W E L . . .
C L E A N S E R S P R A Y . . . . . . . .
```

Word Search Puzzle 2

```
. . . . . . . . W A S H . . . . .
. . . . . . D . D . P . . D . . .
. . . . . . I . I . O . . I W . .
. . . . . . S . S . N . . S I . R
. . . . . . H . H . G . . H P . I
. . . . . . T . C L E A N S E R N
. . . . . . O . L . . . . O . . S
. . . S . . W . O . . . T A B L E
. . . P A P E R T O W E L P . . .
. . . R . . L . H . . . . . . . .
H O T A N D C O L D W A T E R . .
. . . Y . R . . . C . . . . . . .
. . . C . Y . . . O . . . . . . .
. . . L . . . . . U . . . . . . .
. . D E T E R G E N T . . . . . .
. . . A . . . . . T . . . . . . .
. . . N . . . . . E . . . . . . .
. . . E . . . S P R A Y . . . . .
. . . R . . . . . . . . . . . . .
```

Word Search Puzzle 3

.	.	.	.	.	.	.	.	.	.	T	H	D	I	S	H	C	L	O	T	H
.	.	.	.	.	.	.	R	I	N	S	E	I	R	.	.	.	.	.	.	.
.	.	.	.	.	.	E	.	E	A	.	.	S	.	Y	.	.	.	.	.	.
.	.	.	.	.	S	.	G	W	.	.	.	H	.	.	.	.	.	.	.	.
.	.	.	.	N	.	R	.	H	.	.	.	T	.	S	.	.	.	.	.	.
.	.	P	A	P	E	R	T	O	W	E	L	O	.	P	.	.	.	.	.	.
.	.	E	.	T	.	.	T	T	P	.	.	W	.	O	.	.	.	.	.	.
.	L	.	E	.	S	P	R	A	Y	C	L	E	A	N	E	R	.	.	.	.
C	.	D	.	.	.	.	O	N	B	.	.	L	.	G	.	.	.	.	.	.
.	O	.	.	.	.	S	.	D	.	L	.	.	.	E	.	.	.	.	.	.
.	.	U	.	.	H	.	.	C	.	.	E	.	.	.	.	.	.	.	.	.
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.	.	.	I	T	.	S	E	L	.	.	.	.	.	.	.	.	.	.	.	.
.	.	D	.	.	E	P	.	D	.	.	.	.	.	.	.	.	.	.	.	.
.	.	.	.	.	I	R	.	W	.	.	.	.	.	.	.	.	.	.	.	.
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.	.	.	.	.	.	.	.	R	.	.	.	.	.	.	.	.	.	.	.	.

Washing Tables and Countertops
Word Search Puzzle 1

Name ______________________________

H O T A N D C O L D W A T E R E D V U H C
S P R A Y C L E A N E R D I S H S O A P Y
C O U N T E R A D E T E R G E N T W I P E
S P O N G E E R I N S E F S S J L P U N E
W R Q Z G X Q K L F K C D J G R P R Z K J
Q T E D A C F M W A S H W H A D S K I N D
X H O H Q Q A D F R J S K K W K U S I S N
B X F E S T K H Y G D V L P Z U J C M S W
R M D I S H C L O T H L L D P F X I Y J K
T R X I O R Q S A I D R V F B P Z Z B U O
G A I I A Q F H T R Y R T A G X Z D O P X
G F D P F T K C D Q T A B L E T C P H Z X
O D L W L D P J N B Q R H H M O K M H J T
D I S H T O W E L I D R Y B H X I M H V D
O P I Y M M B M G W G M D I D K Y S K M P
Y Q S O R M H R P A P E R T O W E L O M C
C L E A N S E R S P R A Y I C O K U Z R X

Can you find these words?

HOT AND COLD WATER
SPONGE
SPRAY CLEANER
SPRAY
DETERGENT
WASH
DISH TOWEL
RINSE
DISHCLOTH
WIPE
COUNTER
CLEANSER
DRY
DISH SOAP
PAPER TOWEL
TABLE

Washing Tables and Countertops
Word Search Puzzle 2

Name ____________________

O N I C H J R G W A S H W Q V I O
N X N C R U D T D B P K M D E I I
H G B S A F I C I R O F L I W C Q
Y S D G N W S A S Z N U I S I D R
D C A S T Z H K H O G K F H P B I
C A T Z V R T V C L E A N S E R N
J Q O R Z C O B L W F U F O L S S
Q U F S M N W L O U F X T A B L E
P L G P A P E R T O W E L P P K G
A C W R P Z L W H S T W F O W K P
H O T A N D C O L D W A T E R Y V
W N E Y J R N R K C O O Y N E R A
M F N C R Y D K R O Z M P M E L W
F T E L P L E R T U B T L N T K S
C W D E T E R G E N T V K G E B B
O X S A L H P Q Z T U I C D N O D
H N E N L P H D E E F J X U J O C
N U S E U J G S P R A Y Q T C N X
X N G R U W H S M B L H O Q X R O

Can you find these words?

HOT AND COLD WATER
SPONGE
SPRAY CLEANER
SPRAY
DETERGENT
WASH
DISH TOWEL
RINSE
DISHCLOTH
WIPE
COUNTER
CLEANSER
DRY
DISH SOAP
PAPER TOWEL
TABLE

Washing Tables and Countertops
Word Search Puzzle 3

Name ______________________________

F P B N S X H C A O T H D I S H C L O T H
O L D B E O S R I N S E I R V C G I D N N
J J C N S R E N E A R Y S H Y G D N A U E
G R V A R S B G W J M X H F E S A T N K X
K P M U N D R H H F X C T U S R K J N L U
B S P A P E R T O W E L O T P G A 0 L I S
Y L E M T I L T T P G G W N O F E O A X X
P L P E W S P R A Y C L E A N E R X L J X
C M D Q S E G O N B E N L U G D O W A V U
A O R T E U S C D N L C R X E V S A S O L
O M U J Q H J R C V T E F G E Y R V Y V D
U F U N S K U F O Q Y R H E K W G R T P J
O B N I T P S E L Q Z Z T F B A I I H X S
Z J D Y T E P F D I A H P K K B E S E R O
U N K S I I R R W L U L I O U E E V J B J
R O J N W G A Z A A B U O G S I B Q V B U
O Q E G B P Y O T H W O Y Y Z M B M R R N
V G W P A G H S E B X D W M U X S G R G O
P W E I L R Y E R E V L P U A R B N F V Y

Can you find these words?

HOT AND COLD WATER
SPONGE
SPRAY CLEANER
SPRAY
DETERGENT
WASH
DISH TOWEL
RINSE
DISHCLOTH
WIPE
COUNTER
CLEANSER
DRY
DISH SOAP
PAPER TOWEL
TABLE

Crossword Puzzles

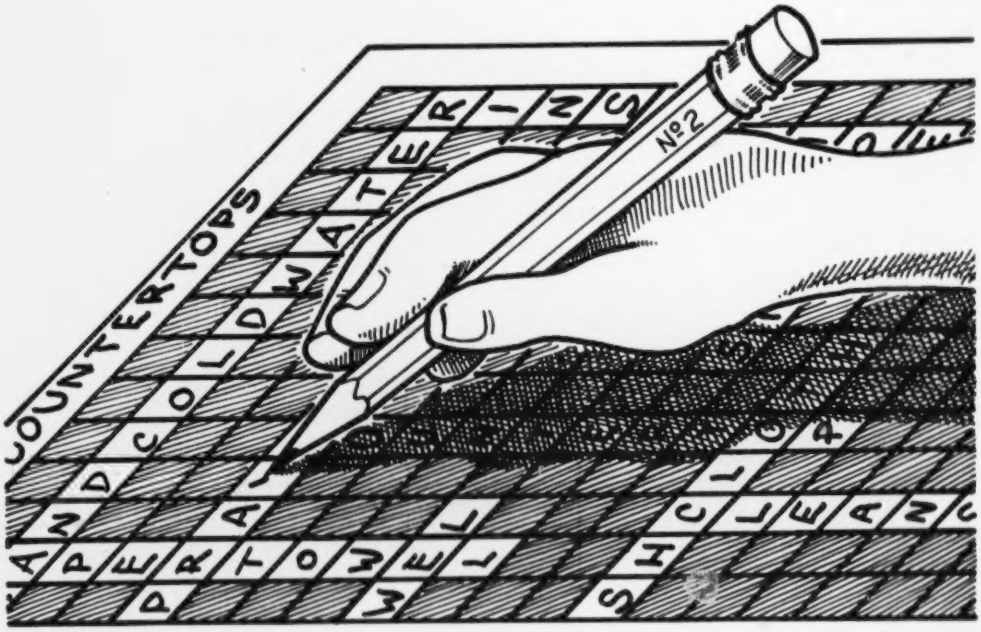
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in washing tables and countertops.

MATERIALS: Crossword Puzzle 1, 2, or 3

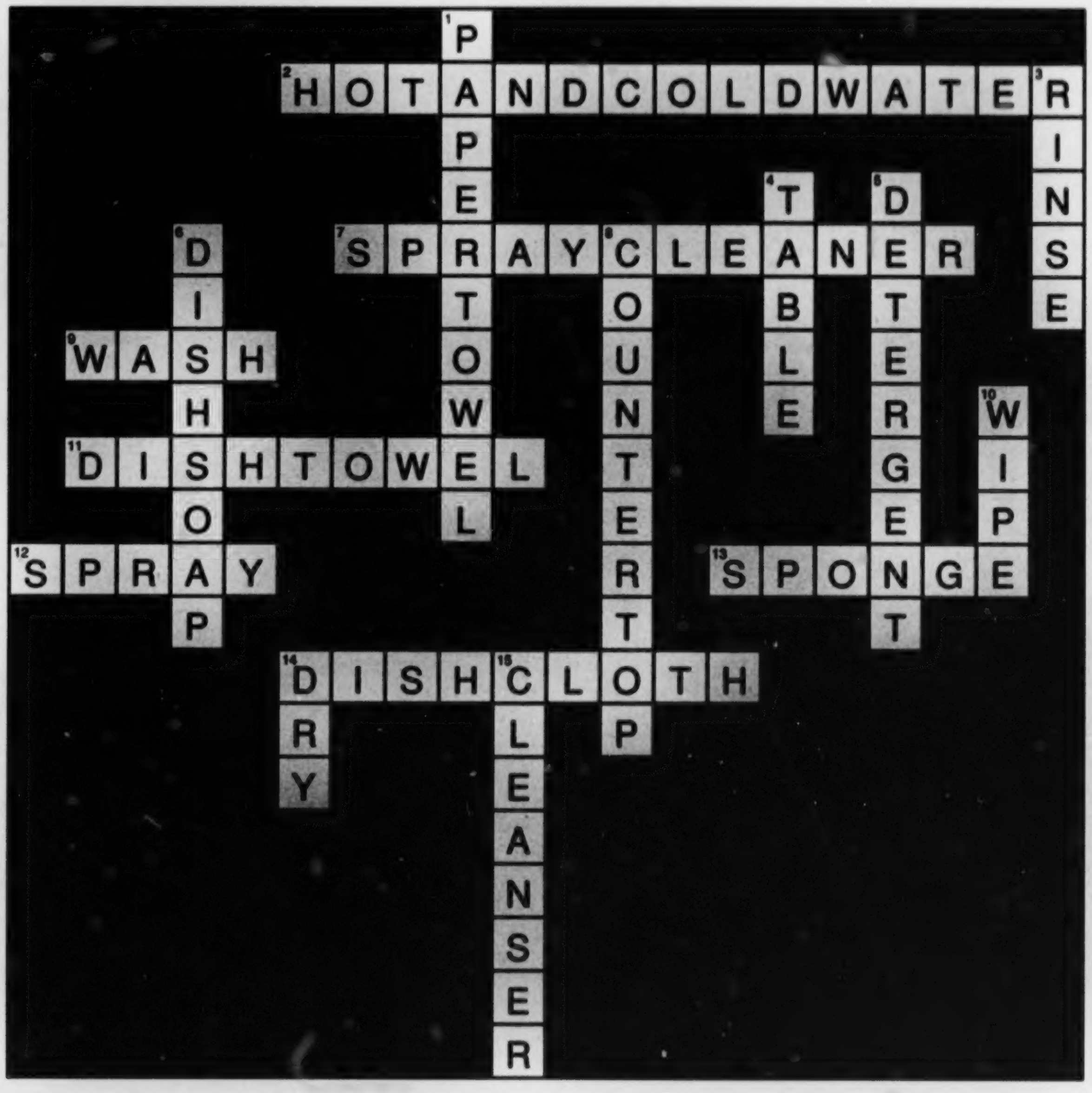
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



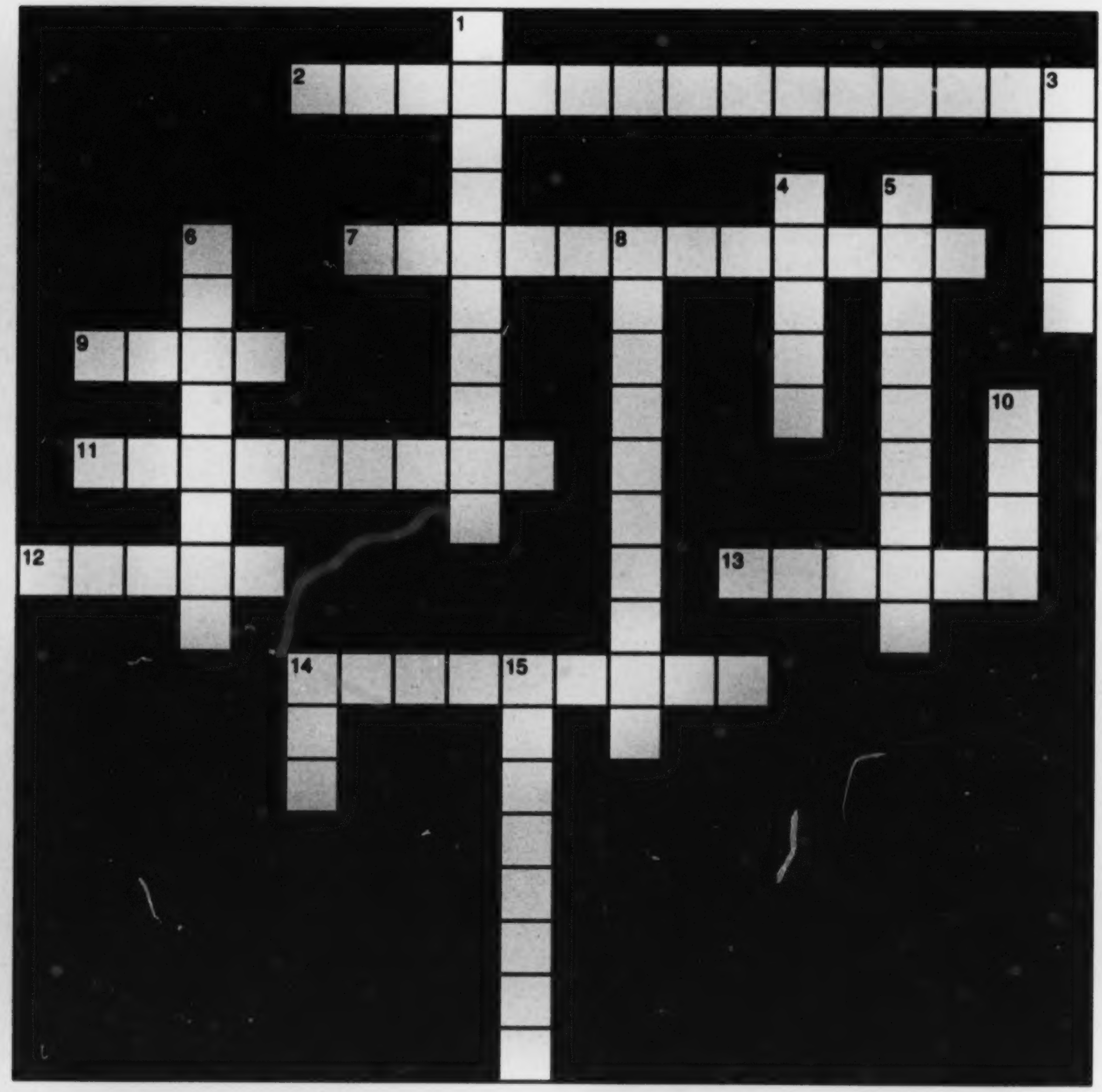
Washing Tables and Countertops
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 PAPERTOWEL
2 HOTANDCOLDWATER
3 RINSE
4 TABLE
5 DETERGENT
6 DISHSOAP
7 SPRAYCLEANER
8 COUNTERTOP
9 WASH
10 WIPE
11 DISHTOWEL
12 SPRAY
13 SPONGE
14 DISHCLOTH
14 DRY
15 CLEANSER

Washing Tables and Countertops Crossword Puzzles 1, 2, and 3

Name ____


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Washing Tables and Countertops
Crossword Puzzle 1

Name ______________________________

Across Clues

2. HOTANDCOLDWATER (4 words)
7. SPRAYCLEANER (2 words)
9. WASH
11. DISHTOWEL (2 words)
12. SPRAY
13. SPONGE
14. DISHCLOTH

Down Clues

1. PAPERTOWEL (2 words)
3. RINSE
4. TABLE
5. DETERGENT
6. DISHSOAP (2 words)
8. COUNTERTOP
10. WIPE
14. DRY
15. CLEANSER

Word List

CLEANSER
DISH TOWEL
DRY
RINSE
SPONGE
WIPE

COUNTERTOP
DISHCLOTH
HOT AND COLD WATER
SPRAY CLEANER
TABLE

DETERGENT
DISH SOAP
PAPER TOWEL
SPRAY
WASH

Washing Tables and Countertops
Crossword Puzzle 2

Name ______________________________

Across Clues

2. HOT AND COLD WATER—comes from a faucet
7. SPRAY CLEANER—cleaner that squirts from a bottle
9. WASH—to make something clean
11. DISH TOWEL—cloth used for drying dishes, tables, or countertops
12. SPRAY—squirting action from a bottle
13. SPONGE—used to wash or wipe
14. DISHCLOTH—used to wash dishes

Down Clues

1. PAPER TOWEL—used for drying hands, tables, or countertops
3. RINSE—putting dish, sponge, or dishcloth in water to remove soap
4. TABLE—place you sit at to eat
5. DETERGENT—another word for soap
6. DISH SOAP—special soap used for washing dishes
8. COUNTERTOP—top of cabinets or storage areas
10. WIPE—motion used when cleaning a table or countertop
14. DRY—action used to wipe water from a table or countertop
15. CLEANSER—used to sprinkle on tables to help clean

Word List

CLEANSER
DISH TOWEL
DRY
RINSE
SPONGE
WIPE

COUNTERTOP
DISHCLOTH
HOT AND COLD WATER
SPRAY CLEANER
TABLE

DETERGENT
DISH SOAP
PAPER TOWEL
SPRAY
WASH

Washing Tables and Countertops
Crossword Puzzle 3

Name ______________________________

Across Clues

2. comes from a faucet (4 words)
7. cleaner that squirts from a bottle (2 words)
9. to make something clean
11. cloth used for drying dishes, tables, or countertops (2 words)
12. squirting action from a bottle
13. used to wash or wipe
14. used to wash dishes

Down Clues

1. used for drying hands, tables, or countertops (2 words)
3. putting dish, sponge, or dishcloth in water to remove soap
4. place you sit at to eat
5. another word for soap
6. special soap used for washing dishes (2 words)
8. top of cabinets or storage areas
10. motion used when cleaning a table or countertop
14. action used to wipe water from a table or countertop
15. used to sprinkle on tables to help clean

Word List

CLEANSER
DISH TOWEL
DRY
RINSE
SPONGE
WIPE
COUNTERTOP
DISHCLOTH
HOT AND COLD WATER
SPRAY CLEANER
TABLE
DETERGENT
DISH SOAP
PAPER TOWEL
SPRAY
WASH

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

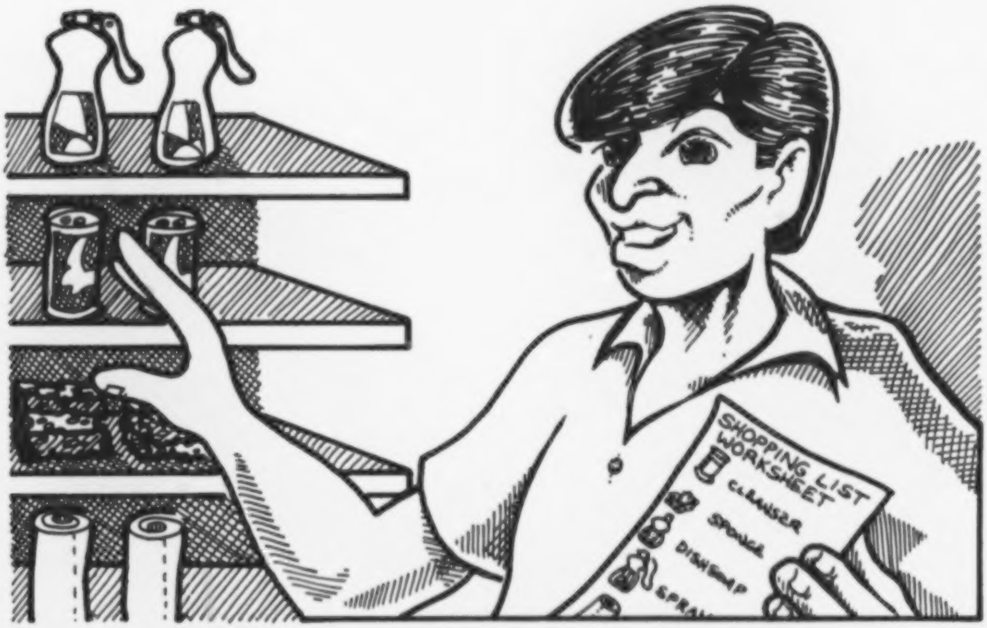
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 387-394)

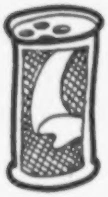
ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

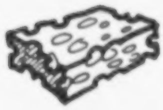


Washing Tables and Countertops Shopping List Worksheet

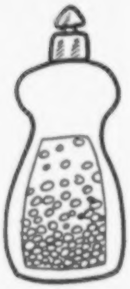
Name ______________________________



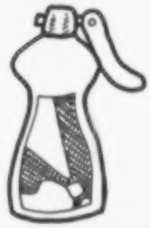
Cleanser ________ ¢



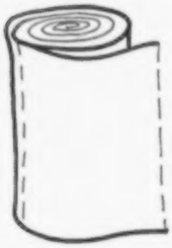
Sponge ________ ¢



Dish Soap ________ ¢



Spray Cleaner ________ ¢



Paper Towel ________ ¢

Total ________ ¢

Label Objects or Pictures

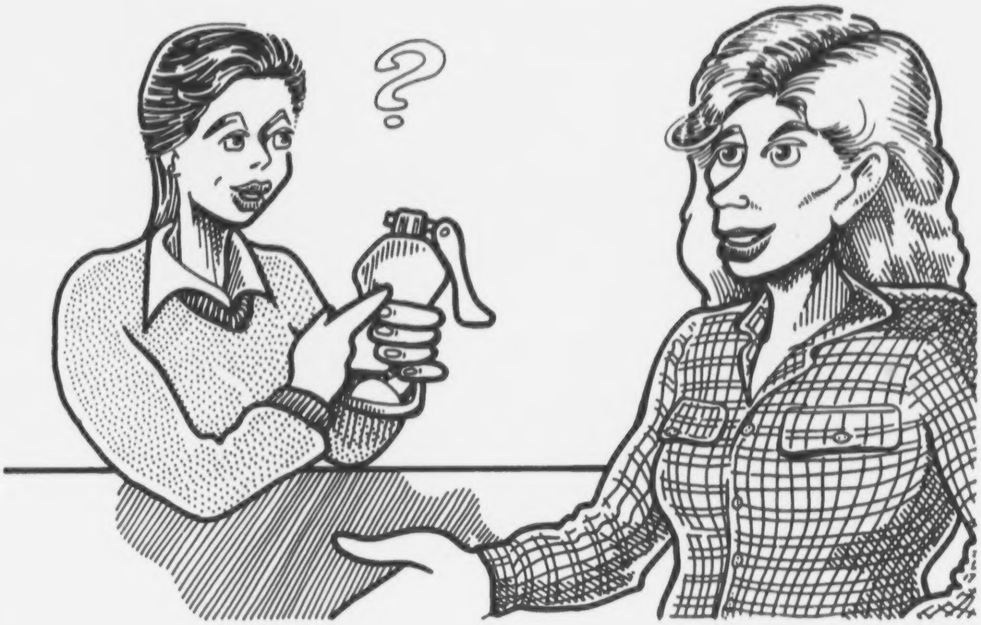
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in washing tables and countertops.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Washing Tables and Countertops, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in washing tables and countertops. Ask, "What is it?" Help the individual to name the object, using an expressive communication system.
2. Present pictures of objects used in washing tables and countertops. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



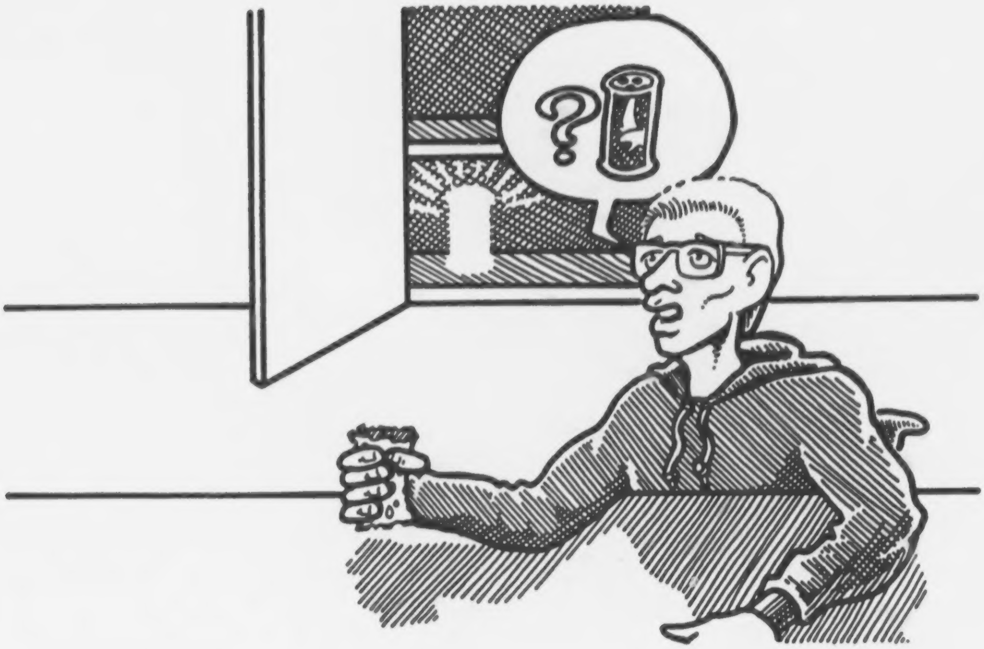
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of washing tables and countertops.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Washing Tables and Countertops, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to wash the table or countertop. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.



Label or Request Actions

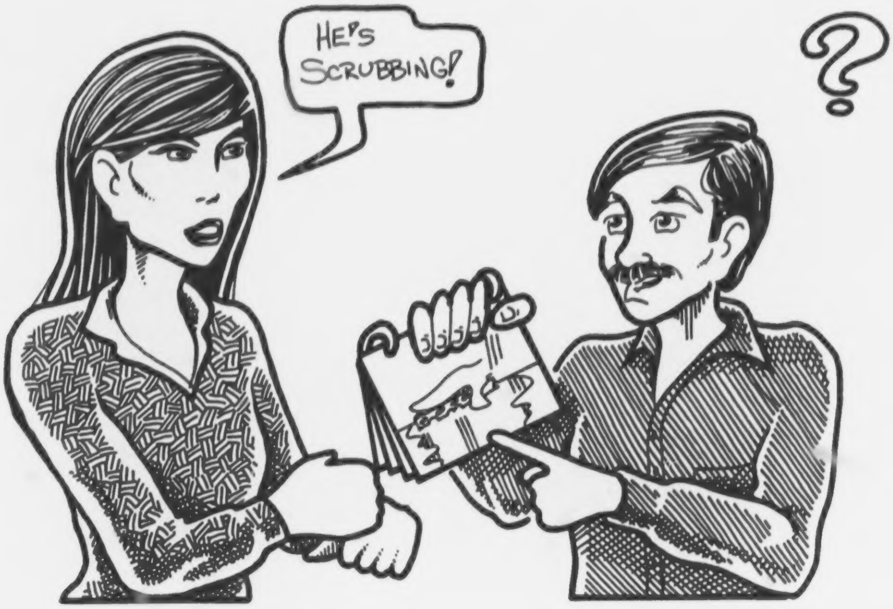
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with washing tables and countertops, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.



Express Action Steps, Using a Word, Phrase, or Sentence

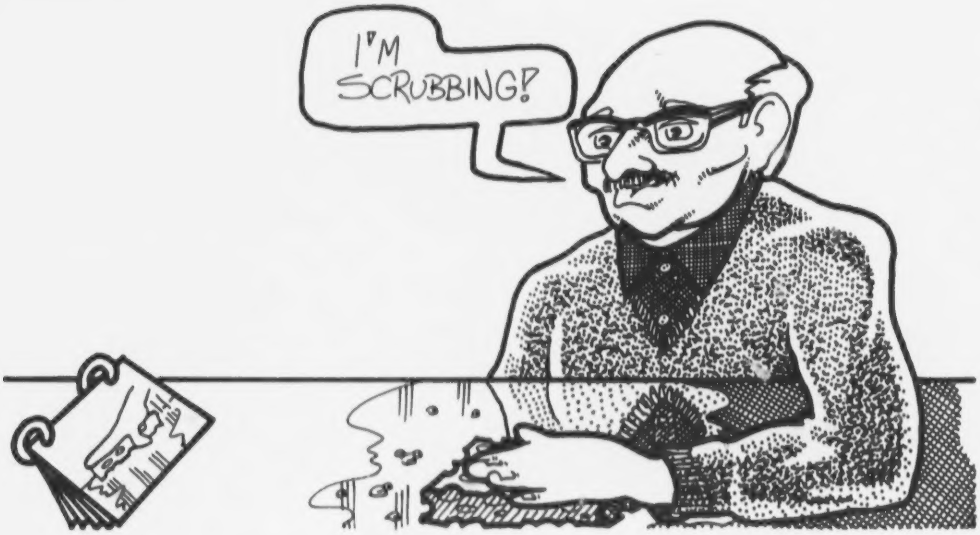
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


I'M SCRUBBING!

Answer Simple Questions

GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of washing tables and countertops.

MATERIALS: Simple Questions for Washing Tables and Countertops (pages 104-105)

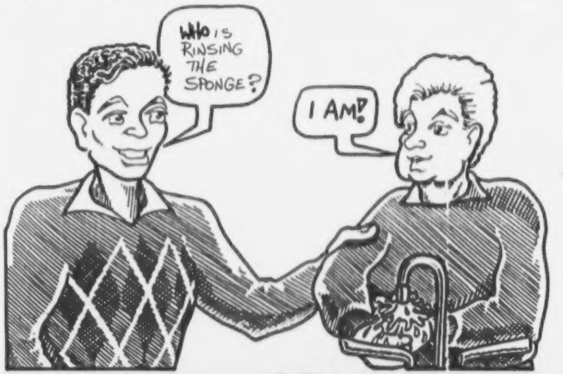
Flip Book pictures

Multiple Choice Questions

Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Washing Tables and Countertops list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Washing Tables and Countertops list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


WHO IS RINSING THE SPONGE?
I AM!

Washing Tables and Countertops
Multiple Choice Questions

Name ____

1. What kind of cleaners can you use to wash tables and countertops?
   a. Window washer spray, toothpaste, cleanser
   b. Cleanser, dish soap, spray cleaner
   c. Laundry soap, bath soap, face soap

2. What can you use to wash the table?
   a. Sponge or dishcloth
   b. Towel or washcloth
   c. Rag or paper towel

3. Where do you put the dishcloth when it gets dirty?
   a. Wastebasket
   b. Cupboard
   c. Laundry

4. What do you rinse the sponge or cloth with?
   a. Milk
   b. Water
   c. Soap

5. Where do you rinse the sponge or dishcloth?
   a. In the sink
   b. In the bathtub
   c. In the toilet

6. What do you use to dry the table?
   a. Pajamas or T-shirt
   b. Paper towel or dish towel
   c. Washcloth or bath towel

7. Why do you wash the table or countertop?
   a. Because it's ugly
   b. Because it's clean
   c. Because it's dirty

8. Why do you dry the table or countertop?
   a. Because it's wet
   b. Because it's dry
   c. Because it's dirty

9. Where do you put the cleaners when you are finished washing the table or countertop?
   a. In the washing machine
   b. In the dryer
   c. In their normal storage places

10. When do you wash tables or countertops?
   a. Before bed
   b. When they're dirty
   c. After showering

Washing Tables and Countertops
Yes/No Questions

Name ______________________________

1. Do you use deodorant to wash the table?
   YES NO
2. Do you use a sponge to wash the table?
   YES NO
3. Do you dry the table with a dirty rag?
   YES NO
4. Do you use warm water to rinse the sponge or cloth?
   YES NO
5. Do you use a circular motion to wash the table?
   YES NO
6. Do you dry the table when it's wet?
   YES NO
7. Do you wash the table when it's clean?
   YES NO
8. Do you throw the dish towel in the stove when you are finished?
   YES NO
9. Can you use spray cleaner to wash and wipe the table or countertop?
   YES NO
10. Do you dry a wet table with a sponge?
    YES NO

Request Objects, Using a Sentence

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for washing tables and countertops, using the request "I want (object)" or "May/Can I have (object)?"

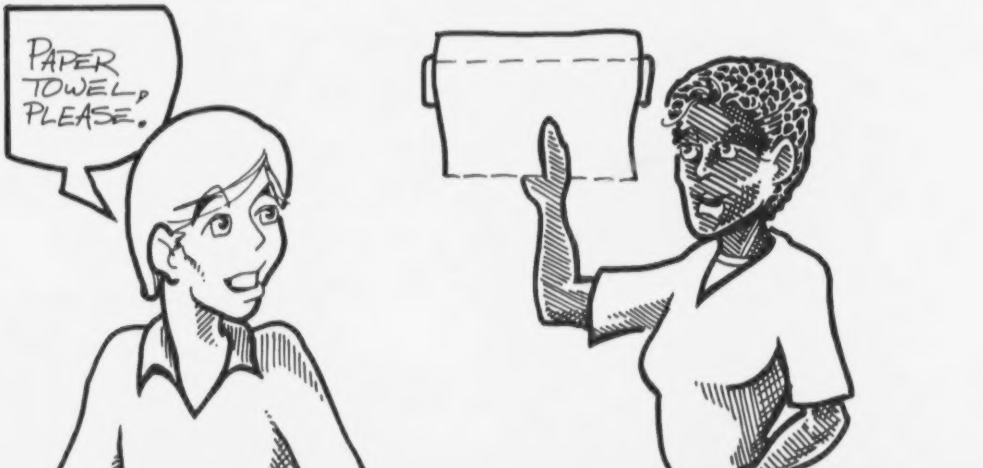
MATERIALS: Objects used in the task (See Vocabulary List, page 81)

Shopping List Worksheet (page 128)

Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


PAPER TOWEL, PLEASE!

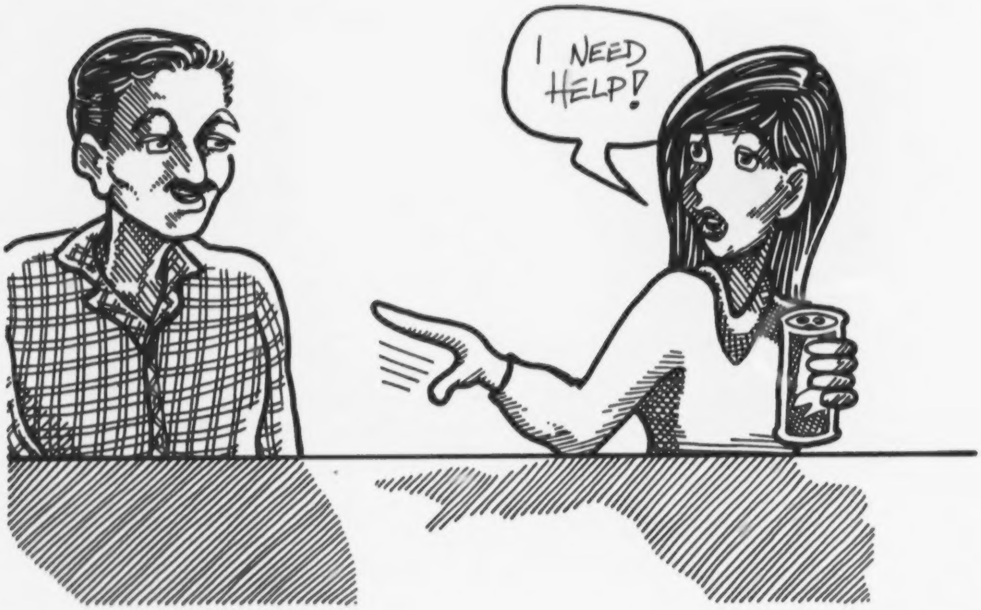
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while washing tables or countertops. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.



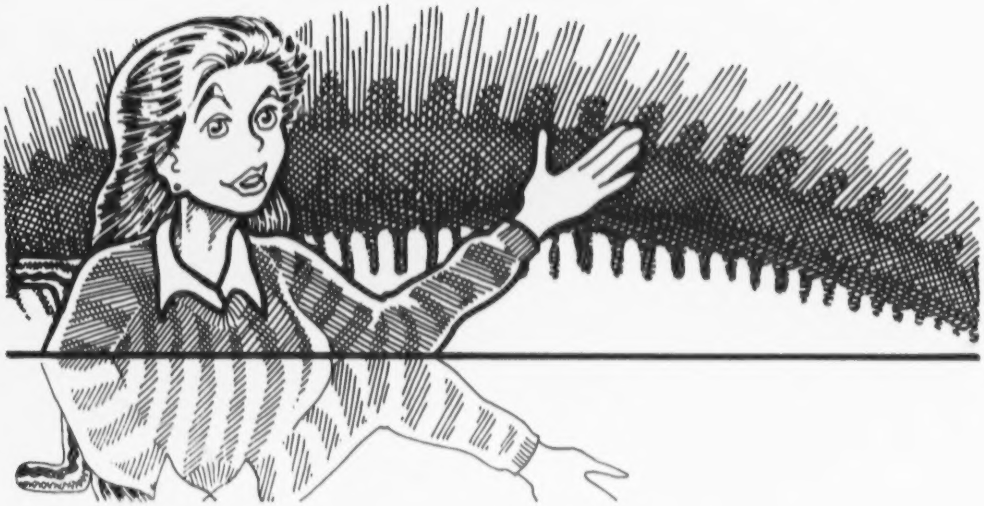
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."



Request Information

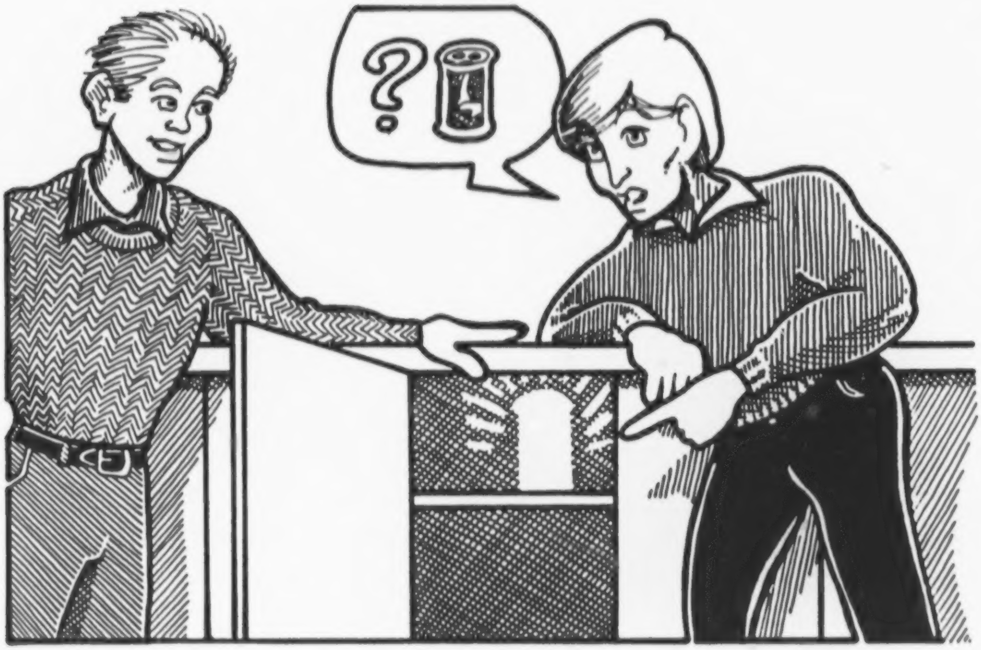
GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of washing tables and countertops.

MATERIALS: Objects used in the task (See Vocabulary List, page 81)
Flip Book pictures

ACTIVITIES:

1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.



Express Varied Sentence Structures and Pragmatic Functions

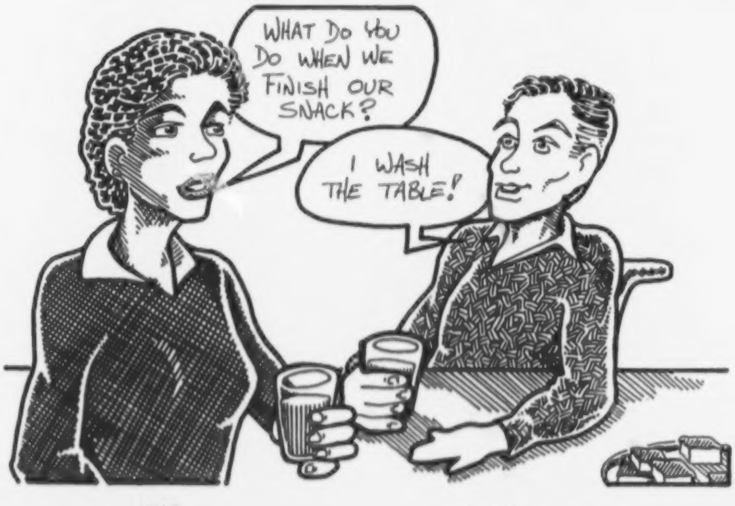
GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures
Objects used in the task (See Vocabulary List, page 81)
Money
Coin Value Worksheets (pages 387-394)

ACTIVITIES:

1. Engage the individual in conversation about washing tables and countertops. Help the individual to use a variety of sentence structures, such as "I am going to wash the table" (agent + action + object) or "Clean table!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of washing tables and countertops. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.


WHAT DO YOU DO WHEN WE FINISH OUR SNACK?
I WASH THE TABLE!

Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

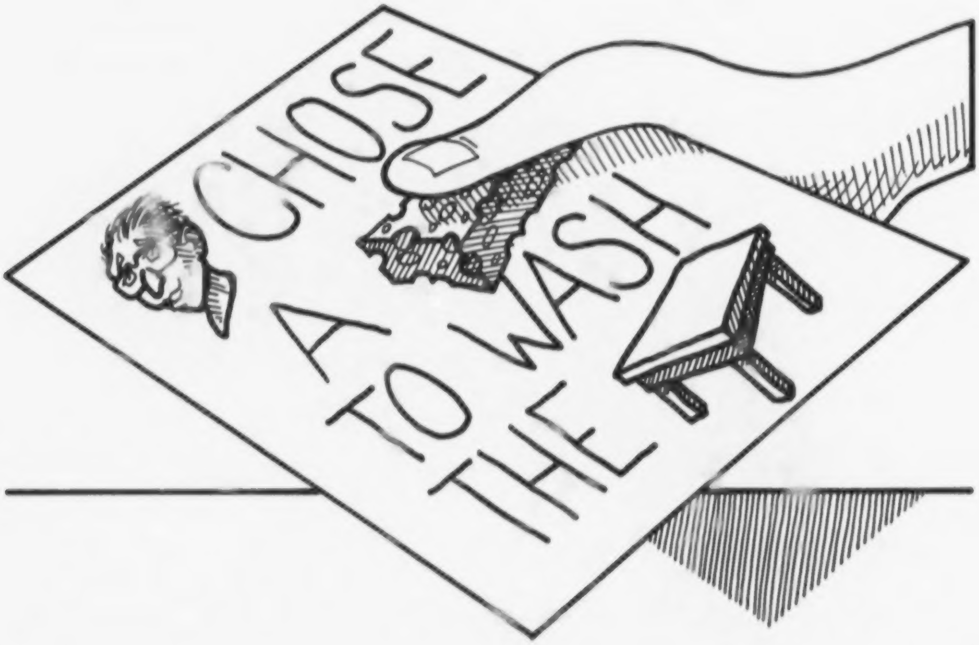
MATERIALS: Experience Story

Experience Story Faces (pages 395-398)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.



Washing the Table
Experience Story 1

☐ chose a dishcloth to wash the table.

☐ used warm water to wet the dishcloth.

After selecting the cleanser, ☐ sprinkled a little on the table. Then

☐ wiped until it was clean.

☐ rinsed the dishcloth and wiped the table to remove all the cleanser.

☐ rinsed the dishcloth and put it away.

☐ dried the table.

☐ put the cleanser away. The table looked great!

Washing the Table
Experience Story 2

☐ chose a dishcloth to wash the table.

☐ used warm water to wet the dishcloth.

After selecting the dish soap, ☐ put a little on the dishcloth. Then

☐ wiped with the dishcloth until the table was clean.

☐ rinsed the dishcloth and wiped the table to remove all the dish soap.

☐ rinsed the dishcloth and put it away.

☐ dried the table.

☐ put the dish soap away. The table looked great!

Washing the Table
Experience Story 3

☐ chose a dishcloth to wash the table.

☐ used warm water to wet the dishcloth.

After selecting the spray cleaner, ☐ sprayed a little on the table.

Then ☐ wiped with the dishcloth until the table was clean.

☐ rinsed the dishcloth and wiped the table to remove all the spray cleaner.

☐ rinsed the dishcloth and put it away.

☐ dried the table.

☐ put the spray cleaner away. The table looked great!

Washing the Table
Experience Story 4

☐ chose a sponge to wash the table.

☐ used warm water to wet the sponge.

After selecting the cleanser, ☐ sprinkled a little on the table. Then

☐ wiped with the sponge until the table was clean.

☐ rinsed the sponge and wiped the table to remove all the cleanser.

☐ rinsed the sponge and put it away.

☐ dried the table.

☐ put the cleanser away. The table looked great!

Washing the Table
Experience Story 5

☐ chose a sponge to wash the table.

☐ used warm water to wet the sponge.

After selecting the dish soap, ☐ put a little on the table. Then

☐ wiped with the sponge until the table was clean.

☐ rinsed the sponge and wiped the table to remove all the dish soap.

☐ rinsed the sponge and put it away.

☐ dried the table.

☐ put the dish soap away. The table looked great!

Washing the Table
Experience Story 6

☐ chose a sponge to wash the table.

☐ used warm water to wet the sponge.

After selecting the spray cleaner, ☐ sprayed a little on the table.

Then ☐ wiped with the sponge until the table was clean.

☐ rinsed the sponge and wiped the table to remove all the spray cleaner.

☐ rinsed the sponge and put it away.

☐ dried the table.

☐ put the spray cleaner away. The table looked great!

Washing the Countertop
Experience Story 1

☐ chose a dishcloth to wash the countertop.

☐ used warm water to wet the dishcloth.

After selecting the cleanser, ☐ sprinkled a little on the countertop.

Then ☐ wiped with the dishcloth until the countertop was clean.

☐ rinsed the dishcloth and wiped the countertop to remove all the cleanser.

☐ rinsed the dishcloth and put it away.

☐ dried the countertop.

☐ put the cleanser away. The countertop looked great!

Washing the Countertop
Experience Story 2

chose a dishcloth to wash the countertop.

used warm water to wet the dishcloth.

After selecting the dish soap, put a little on the countertop.

Then wiped with the dishcloth until the countertop was clean.

rinsed the dishcloth and wiped the countertop to remove all the dish soap.

rinsed the dishcloth and put it away.

dried the countertop.

put the dish soap away. The countertop looked great!

Washing the Countertop
Experience Story 3

☐ chose a dishcloth to wash the countertop.

☐ used warm water to wet the dishcloth.

After selecting the spray cleaner, ☐ sprayed a little on the countertop. Then ☐ wiped with the dishcloth until the countertop was clean.

☐ rinsed the dishcloth and wiped the countertop to remove all the spray cleaner.

☐ rinsed the dishcloth and put it away.

☐ dried the countertop.

☐ put the spray cleaner away. The countertop looked great!

Washing the Countertop
Experience Story 4

☐ chose a sponge to wash the countertop.

☐ used warm water to wet the sponge.

After selecting the cleanser, ☐ sprinkled a little on the countertop.

Then ☐ wiped with the sponge until the countertop was clean.

☐ rinsed the sponge and wiped the countertop to remove all the cleanser.

☐ rinsed the sponge and put it away.

☐ dried the countertop.

☐ put the cleanser away. The countertop looked great!

Washing the Countertop
Experience Story 5

☐ chose a sponge to wash the countertop.

☐ used warm water to wet the sponge.

After selecting the dish soap, ☐ put a little on the countertop.

Then ☐ wiped with the sponge until the countertop was clean.

☐ rinsed the sponge and wiped the countertop to remove all the dish soap.

☐ rinsed the sponge and put it away.

☐ dried the countertop.

☐ put the dish soap away. The countertop looked great!

Washing the Countertop
Experience Story 6

☐ chose a sponge to wash the countertop.

☐ used warm water to wet the sponge.

After selecting the spray cleaner, ☐ sprayed a little on the countertop. Then ☐ wiped with the sponge until the countertop was clean.

☐ rinsed the sponge and wiped the countertop to remove all the spray cleaner.

☐ rinsed the sponge and put it away.

☐ dried the countertop.

☐ put the spray cleaner away. The countertop looked great!

Name Coins and Express Value of Money

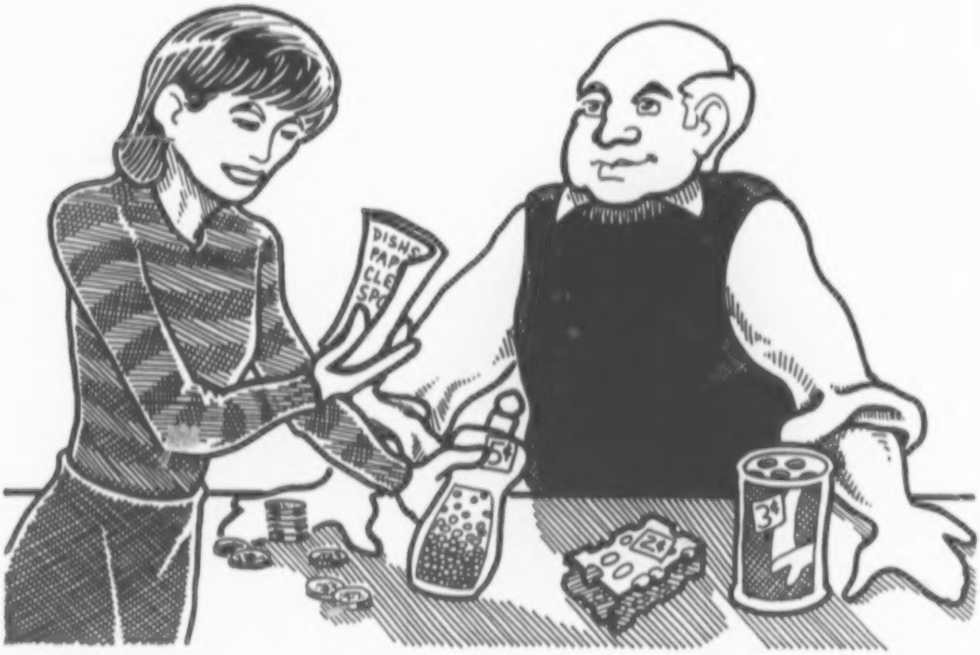
GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 128)
Real objects to match those on the shopping list
Money
Coin Value Worksheets (pages 387-394)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Washing Tables and Countertops Skills Profile

Name ______________________________ Date ____________

Instructor ____________________________ Program __________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments: ______________________________

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Washing Tables and Countertops
Goals and Objectives

Name ______________________________ Date ____________

Instructor ______________________________ Program __________

________ Annual goal: To improve receptive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will recognize objects used in washing tables and countertops, when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of washing tables and countertops.	______out of ______times
	3. The individual will recognize pictures of objects used in washing tables and countertops, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with washing tables and countertops, given pictures from the Flip Book and the directive "Show me-(action)."	______out of ______times
	5. The individual will complete actions necessary for washing tables and countertops, when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of washing tables and countertops, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of washing tables and countertops, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of washing tables and countertops, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of washing tables and countertops, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in washing tables and countertops, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with washing tables and countertops, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in washing tables and countertops.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in washing tables and countertops.	______out of ______times
	2. The individual will request objects needed to complete the routine task of washing tables and countertops.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with washing tables and countertops, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of washing tables and countertops.	______out of ______times
	6. The individual will request items needed for washing tables and countertops, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of washing tables and countertops.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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Chapter 3

Washing Windows

Letter #1 to Parents or Significant Caregivers

Dear ______________________ ,

Washing windows can be done at home, at work, and in school. It is important for us to talk about the job we are doing, using our new vocabulary and best sentences. All the important words we are learning are listed on the worksheet, Vocabulary List for Washing Windows. You can help us look at that worksheet and find all the things named in the vocabulary.

When we wash windows, we clean the inside first. We spray the window surface lightly with window washer spray. Then we use a paper towel or cloth to wipe the window surface with horizontal strokes, left to right, then right to left, being careful not to miss any areas. This is the way we clean all the inside windows. Next, we check the weather to make sure it is okay to wash the outside of the windows. It can't be too cold or raining or snowing. If the weather is good, we spray the outside of the window lightly with window cleaner. Then we wipe the surface clean, using vertical strokes, up and down. When we are finished we look for any smears or streaks. Any smudges that go back and forth are on the inside of the window, and any that go up and down are on the outside. We wipe off any remaining streaks or dirt. Then we have nice clean windows to look through!

There are 12 steps needed to carry out this task. Those steps are listed on the worksheet, Steps for Washing Windows. We will be learning and practicing these steps in different activities that teach us various parts of the task. Activity worksheets will be sent to you regularly. Please keep them in a folder so they will not get lost. It is important to be consistent when learning new skills. Using the same language and sequence of steps will help us to learn this task in different settings.

At home, we can help wash windows and mirrors throughout the house. We may need some help and adult supervision if a small stepladder is needed to reach any of the surfaces. We can talk about our newly learned skill with the family, using our new vocabulary in good sentences. We are proud of our accomplishments, and we are happy to be able to help around the house.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents or Significant Caregivers

Dear ________________________,

I am learning how to wash windows. As I clean a window, I can talk about the job I am doing. I can use my new vocabulary and good sentence structure. All the important words I am learning are listed on the worksheet, Vocabulary List for Washing Windows. You can help me look at the pictures on the worksheet and find all the things named in the vocabulary.

When washing windows, first I clean the inside. I spray the window surface lightly with window washer spray. Then I use a paper towel or cloth to wipe it. I must practice wiping the window surface with horizontal strokes, left to right, then right to left, being careful not to miss any areas. This is the way I clean all the inside windows. Next, I check the weather to make sure it is okay to wash the outside of the windows. It can't be too cold or raining or snowing. If the weather is good, I spray the outside of the window lightly with window cleaner. Then I wipe the surface clean using vertical strokes, up and down. When I am finished I look for any smears or streaks. Any smudges that go back and forth are on the inside of the window, and any that go up and down are on the outside. I wipe off any remaining streaks or dirt. Then I have nice clean windows to look through!

There are 12 steps needed to carry out this task. Those steps are listed on the worksheet, Steps for Washing Windows. I will be learning and practicing these steps in a number of different activities that teach various parts of the task. Activity worksheets will be sent to you regularly. Please keep them in a folder so that they will not get lost. It is important to be consistent when learning new skills. Using the same language and sequence of steps will help me learn to perform this task in different settings.

At home, I can help wash windows and mirrors throughout the house. I may need some help and supervision if a small stepladder is needed to reach any of the surfaces. I can talk about my newly learned skill of washing windows, using my new vocabulary in good sentences. I am proud of my accomplishments, and I am happy to be able to help around the house.

____

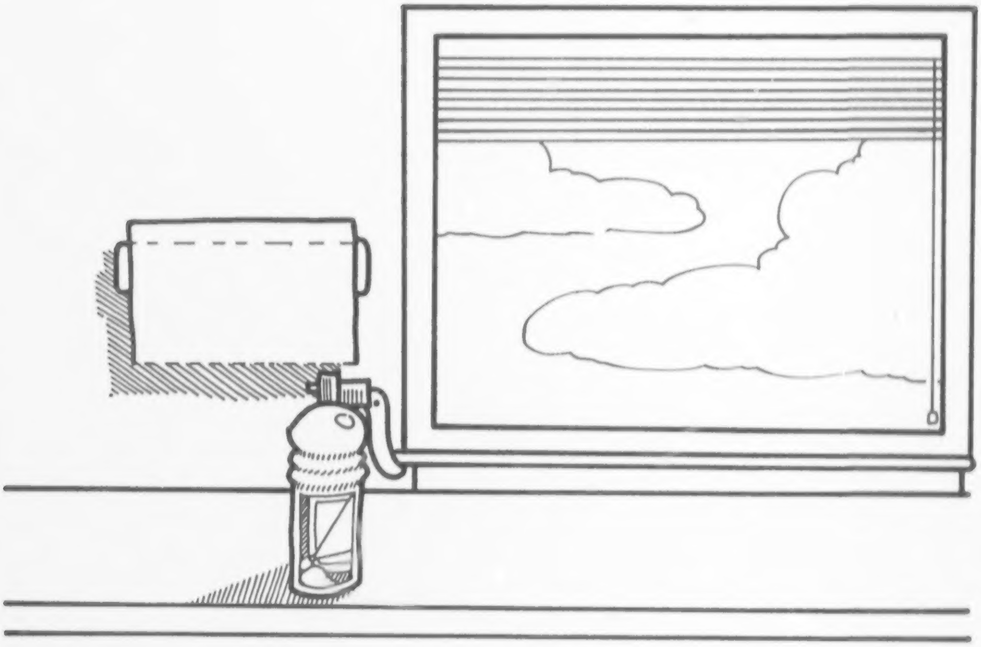
(Individual's name)

____

(Staff member's name)

Vocabulary List for Washing Windows

window washer spray
paper towel
rag
inside
wash
dirty
wipe
windowsill
curtain
blinds
smear
cloth
outside
rinse
dry
open
close
clean
window frame
drapes
streak



Steps for Washing Windows

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Select the window you want to wash.
2. Move the shade, curtains, drapes, blinds, or window coverings away from the window.
3. Get the window washer spray.
4. Choose either a paper towel or a cloth to wash the window. (If you prefer washing windows with a squeegee, change steps 7, 8, and 10. Also add a step for returning the squeegee to its usual storage place.)
5. Carefully spray the window washer spray on the window.
6. Wash the inside window using back-and-forth motions

   OR

   Wash the outside window using up-and-down motions.
7. Throw the dirty paper towel in the wastebasket.

   OR

   Set the dirty cloth aside.
8. Choose either a clean paper towel or a clean cloth.
9. Dry the window. Use the same direction of motion to dry as you used to wash (inside: back and forth; outside: up and down).
10. Throw the used paper towel in the wastebasket.

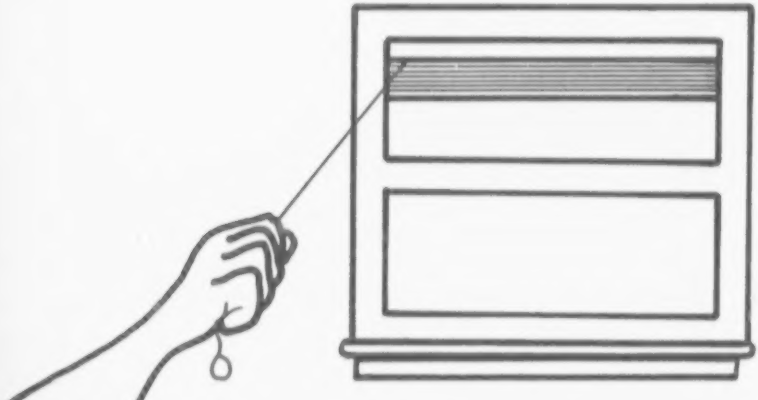
    OR

    Put both the wet and dirty cloths in the laundry.
11. Put the window washer spray in its normal storage place.
12. Replace the shade, curtains, drapes, blinds, or window coverings.

To extend this lesson, modify the steps for washing windows to include washing walls and mirrors.

Steps for Washing Windows

2



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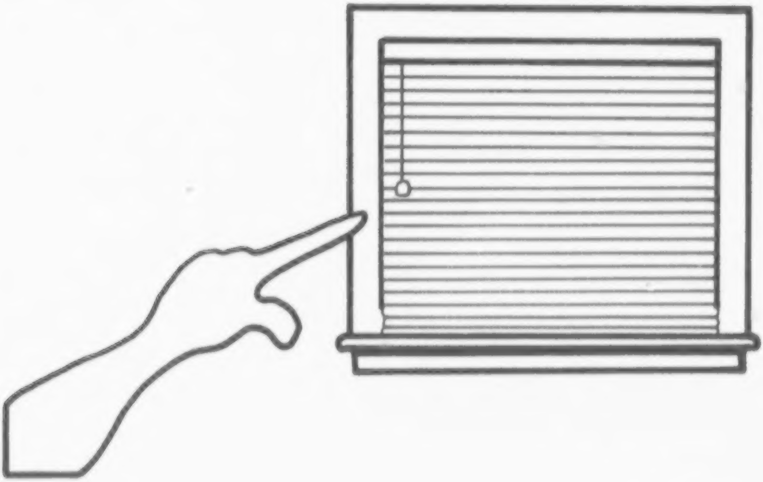

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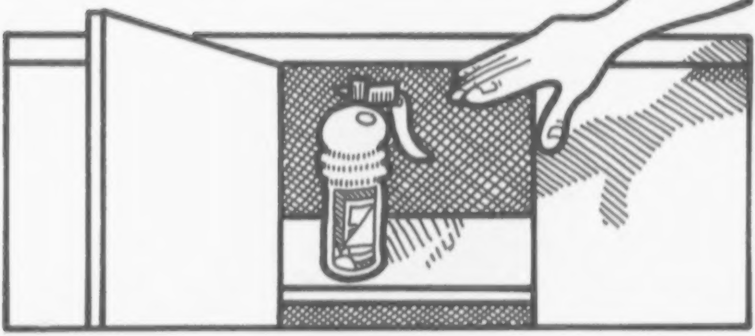
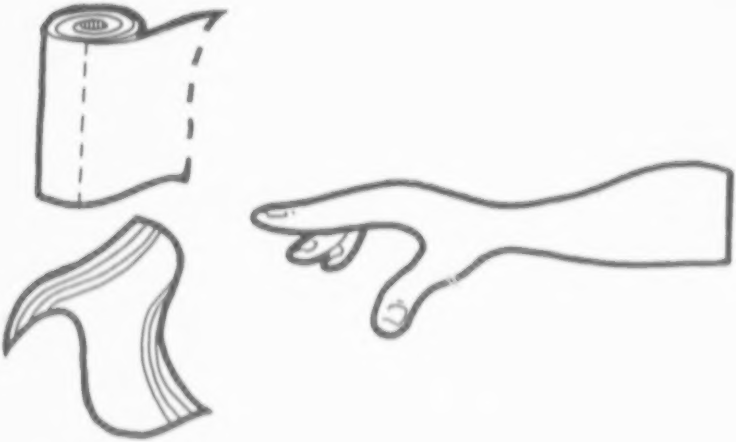


1. Select the window you want to wash.

3. Get the window washer spray.

2. Move the shade, curtains, drapes, blinds, or window coverings away from the window.

4



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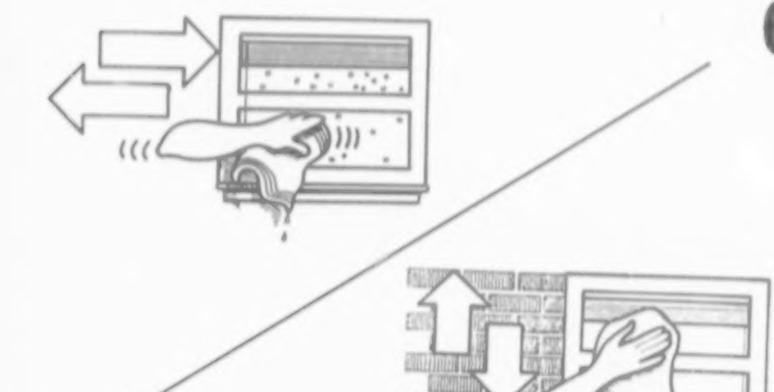

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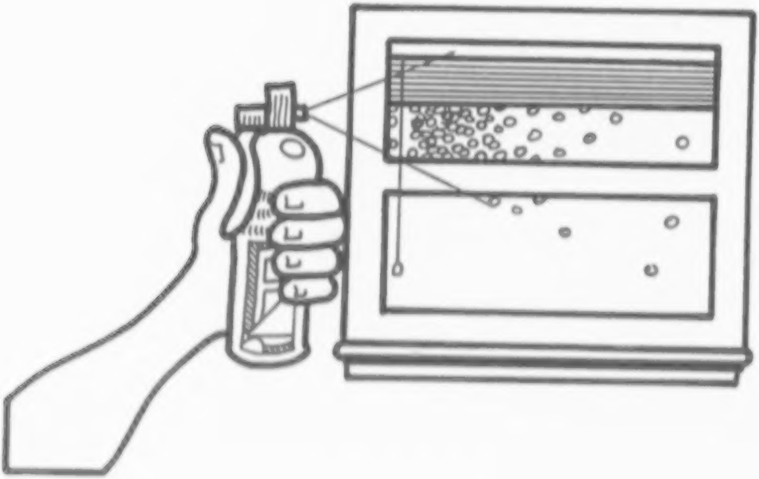

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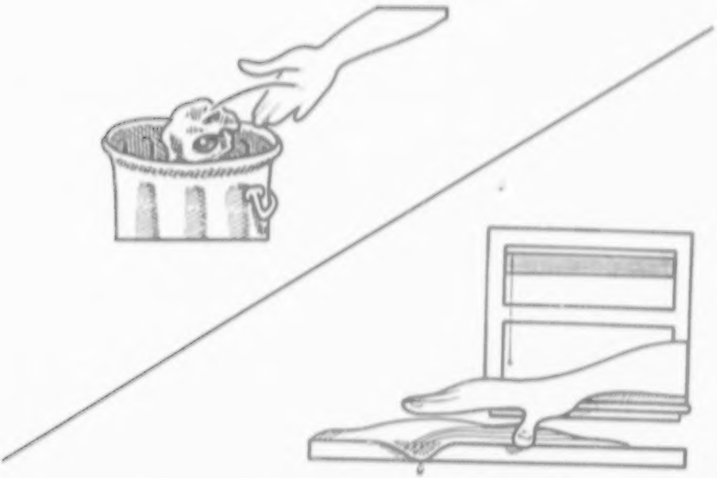


5. Carefully spray the window washer spray on the window.

7. Throw the dirty paper towel in the wastebasket.
OR
Set the dirty cloth aside.

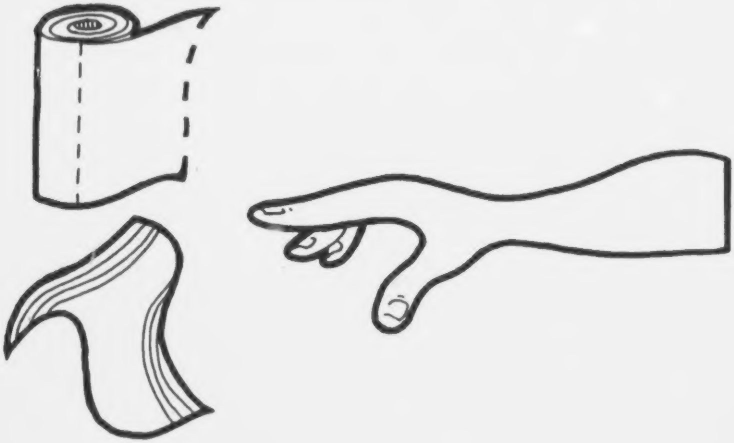
4. Choose either a paper towel or a cloth to wash the window.

6. Wash the inside window using back-and-forth motions.

   OR

   Wash the outside window using up-and-down motions.

8



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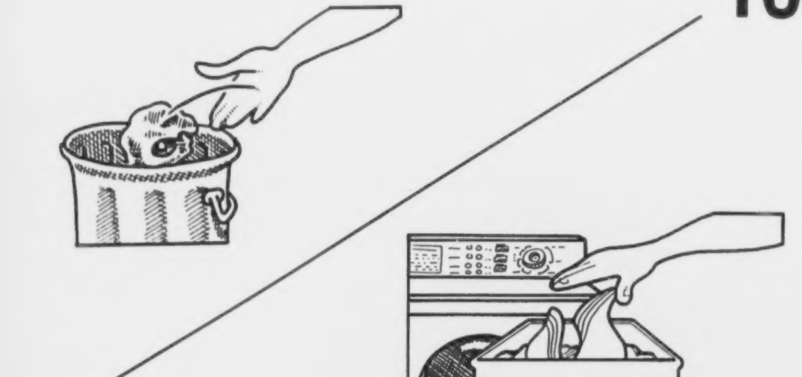

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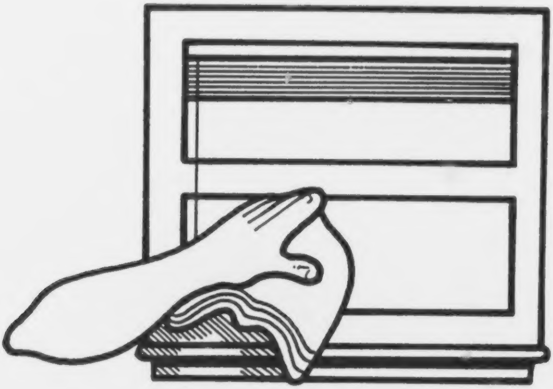

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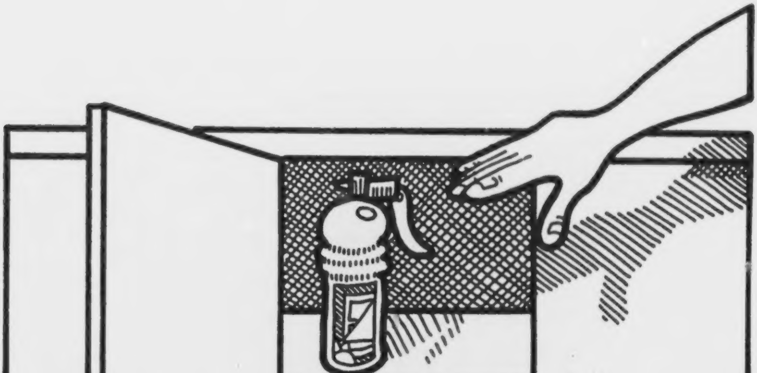


194

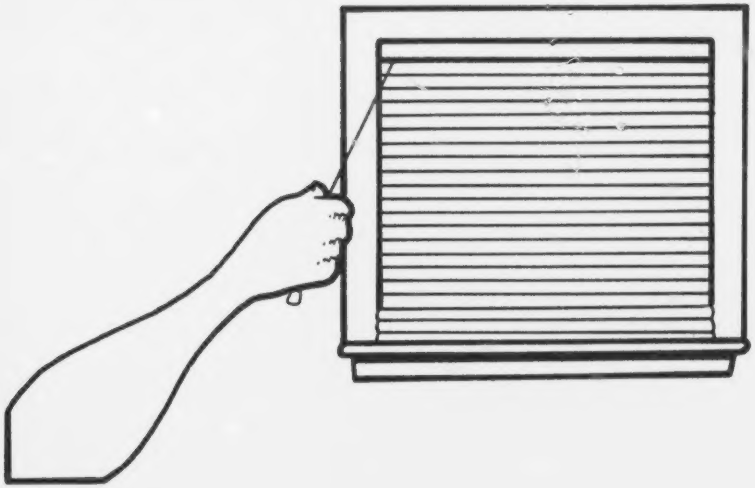
9. Dry the window. Use the same direction of motion to dry as you used to wash (inside: back and forth; outside: up and down).

11. Put the window washer spray in its normal storage place.

8. Choose either a clean paper towel or a clean cloth.

10. Throw the used paper towel in the wastebasket.
OR
Put both the wet and dirty cloths in the laundry.

12



12. Replace the shade, curtains, drapes, blinds, or window coverings.

Object Recognition

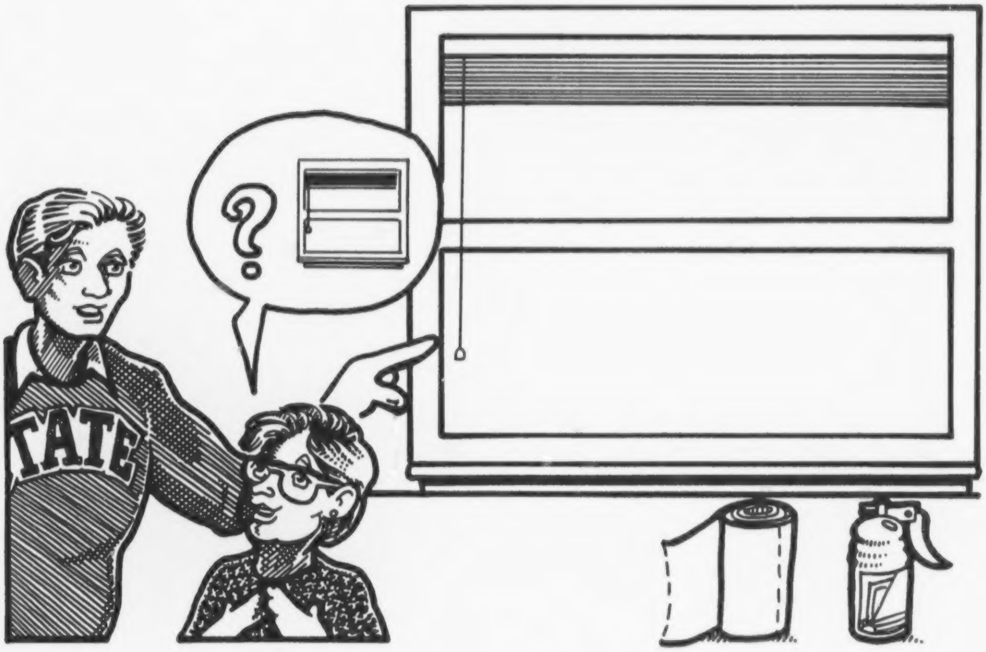
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in washing windows when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 165)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.



Recognition of Objects Needed for a Routine Task

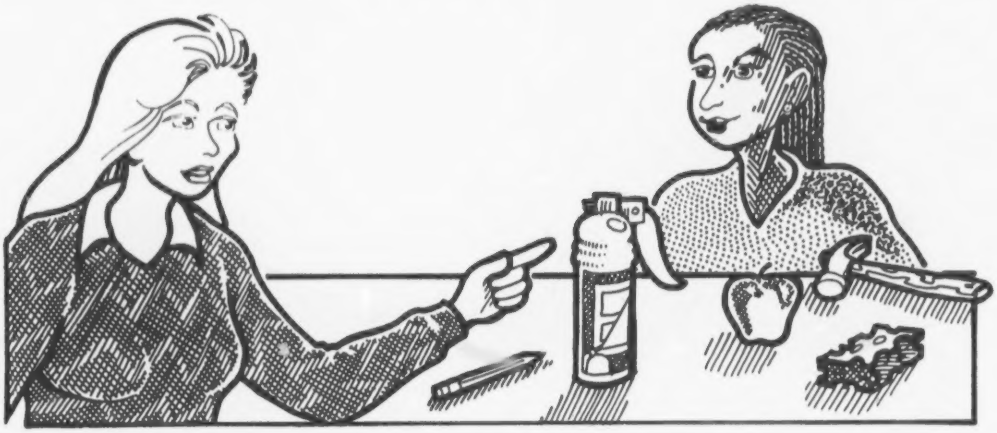
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects needed for the routine task of washing windows.

MATERIALS: Objects used for the task (See Vocabulary List, page 165)
Other objects that are unrelated to the task

ACTIVITIES:

1. Present the individual with a choice of items, some related to washing windows and others unrelated to the task. Direct the individual to "Find the ones we use to wash windows."
2. Direct the individual to "Find the things needed to wash windows." Have the individual find the items in their normal storage places.



Picture Search

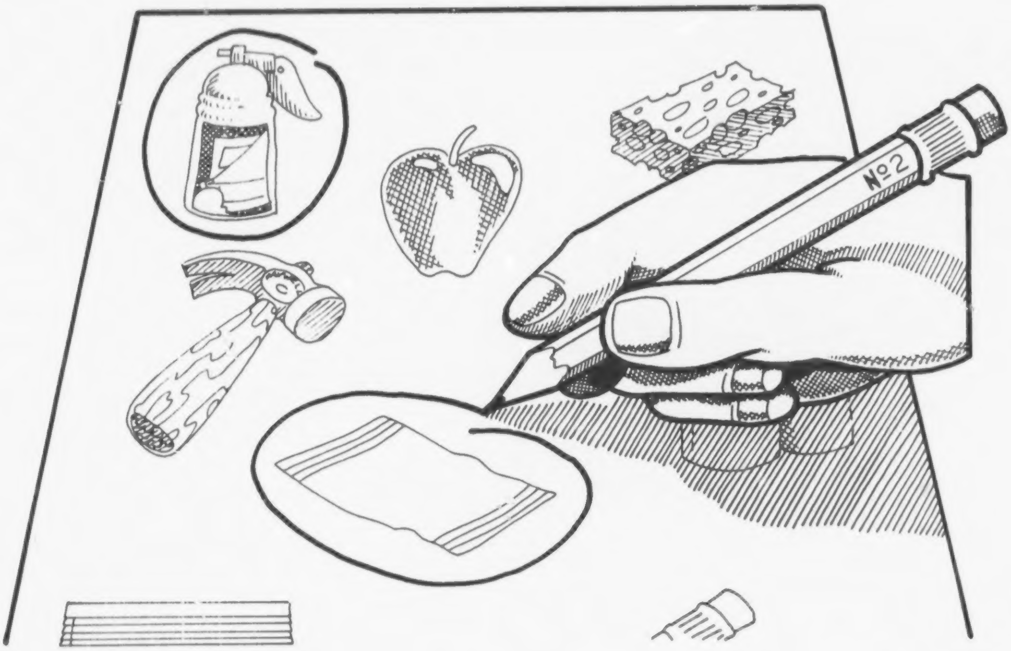
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in washing windows, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

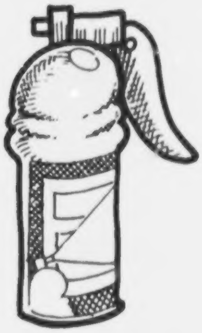
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in washing windows. Do not use the real objects unless the individual needs help.

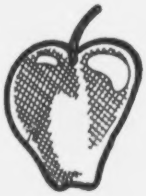


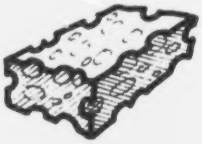
Washing Windows
Picture Search Worksheet

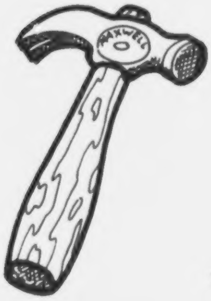
Name ____

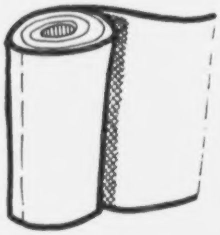
Look at the pictures below. Find the things you use to wash windows. Draw a circle around those pictures.

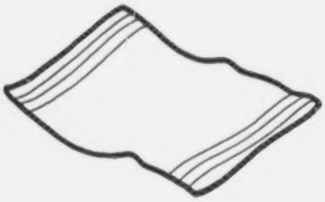


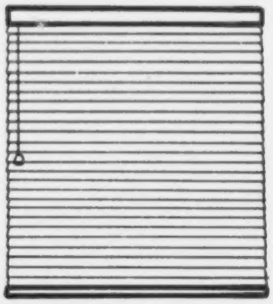


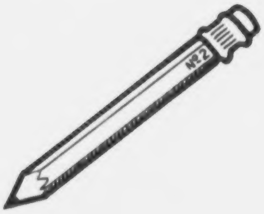


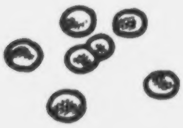












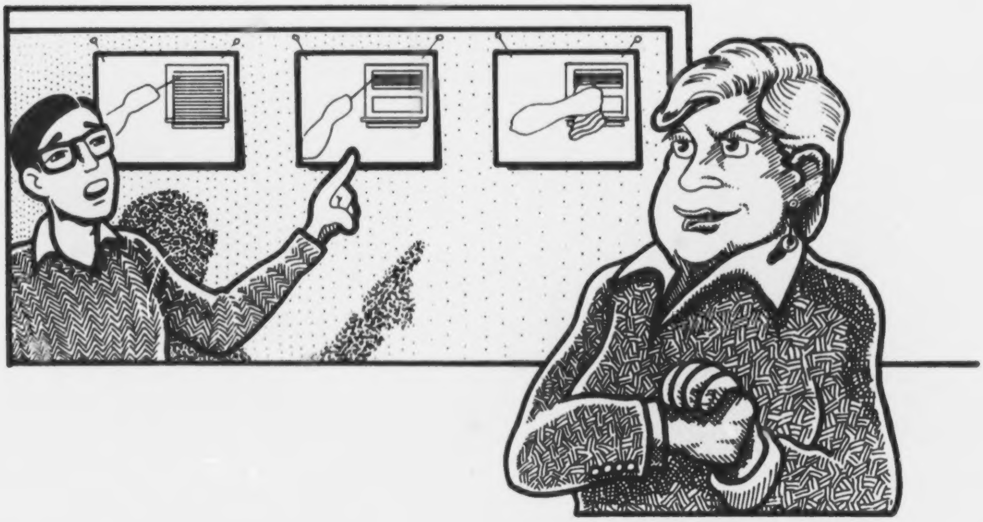
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with washing windows, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."



Follow Single-Step Directions

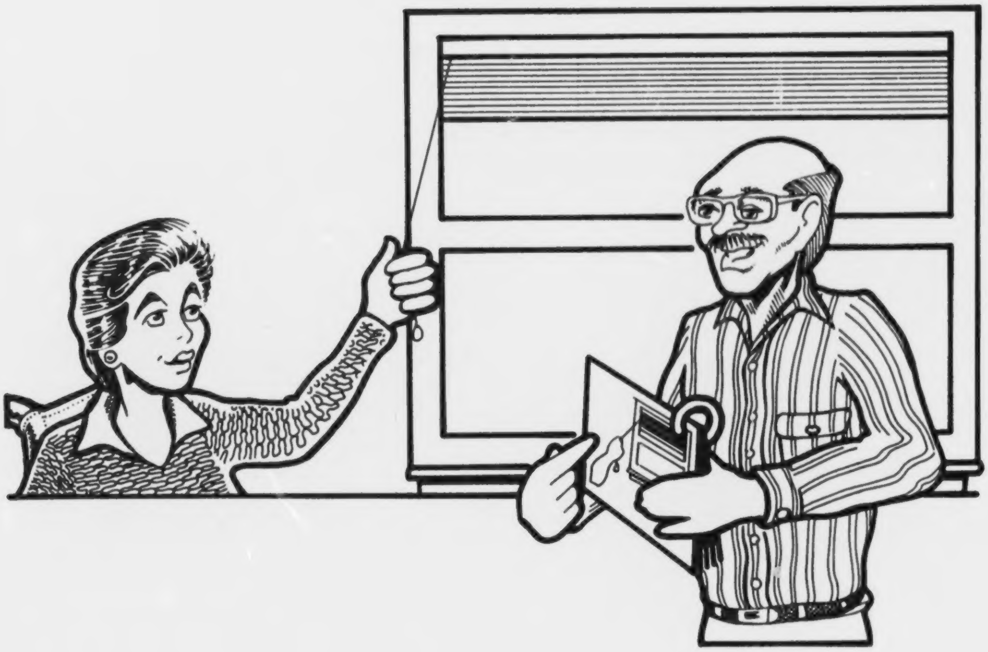
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for washing windows when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Washing Windows (page 166)

ACTIVITIES: Refer to Steps for Washing Windows. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

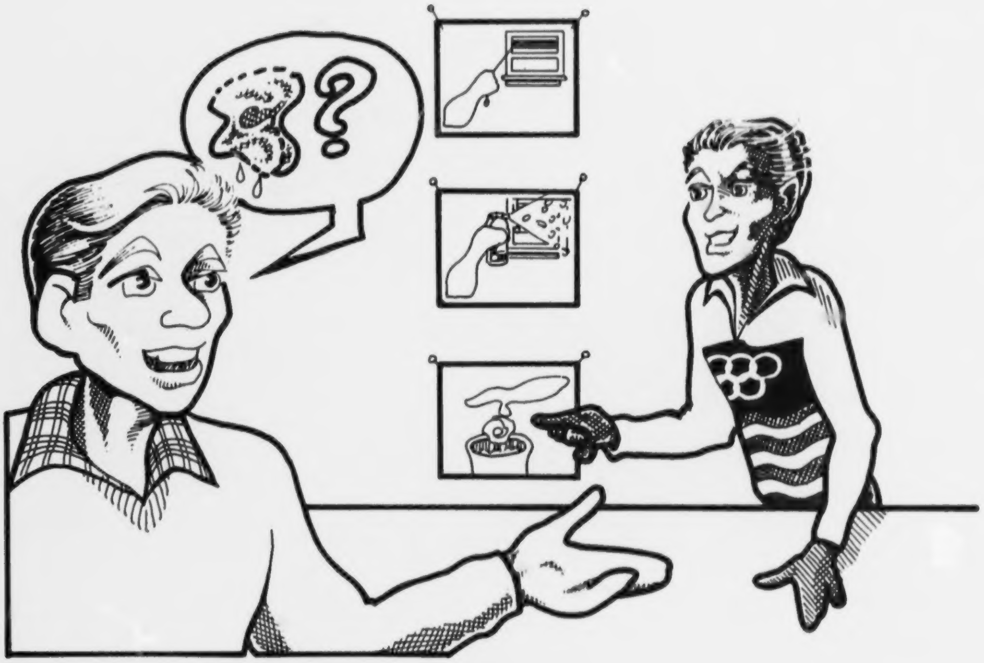
OBJECTIVE: The individual will respond to simple questions about the task of washing windows, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Washing Windows

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Washing Windows worksheet, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level.



Simple Questions for Washing Windows
Level 1

1. Which one is a curtain?
   Which one is a blind?
2. Which one is a paper towel?
   Which one is a cloth?
3. Which one is a window?
   Which one is a windowsill?
   Which one is a window frame?
4. Which one is dirty?
   Which one is clean?
5. Which window is open?
   Which window is closed?
6. What is the person getting?
   What is the person using?
7. Who is washing the window?
8. What are you washing?
9. What do you use to wash the window?
10. Where is the dirty window?

Level 2

11. Why do you wash the windows?

12. What do you spray on a dirty window?

13. Where do you keep the window washer spray?
Where do you keep the cloth?
Where do you keep the paper towels?

14. When do you throw a paper towel away?

15. Where do you put the dirty cloth?
Where do you put the wet cloth?

16. Why do you put the cloth in the laundry?

17. When do you wash the window?

18. Why do you use a paper towel?

19. Why do you wash the inside and the outside of a window?

20. Where do you put the window coverings when you finish washing the window?

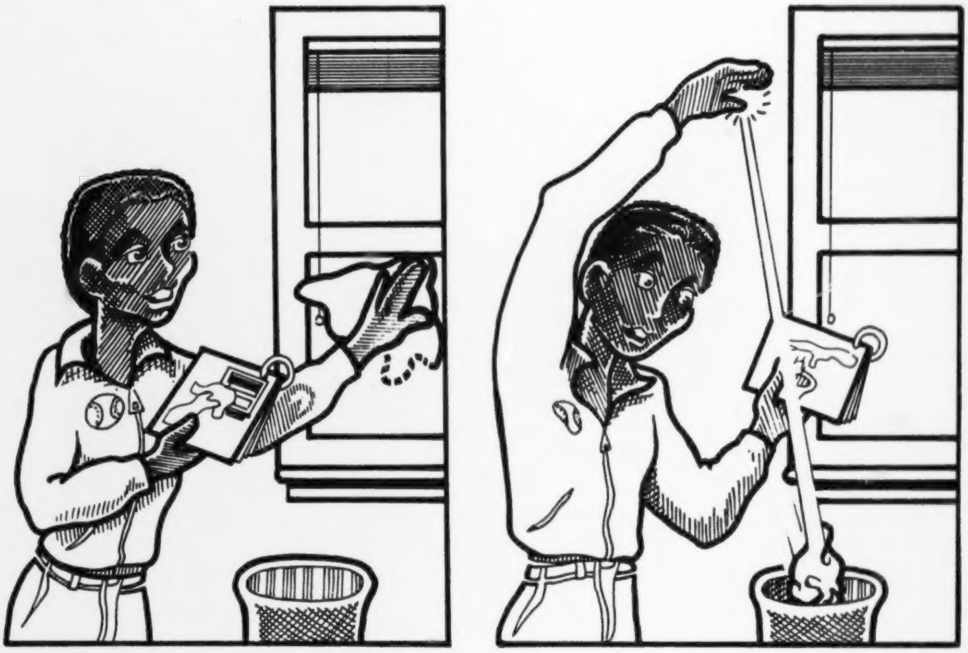
Follow Sequenced Picture Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of washing the windows, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.



Picture Sequencing

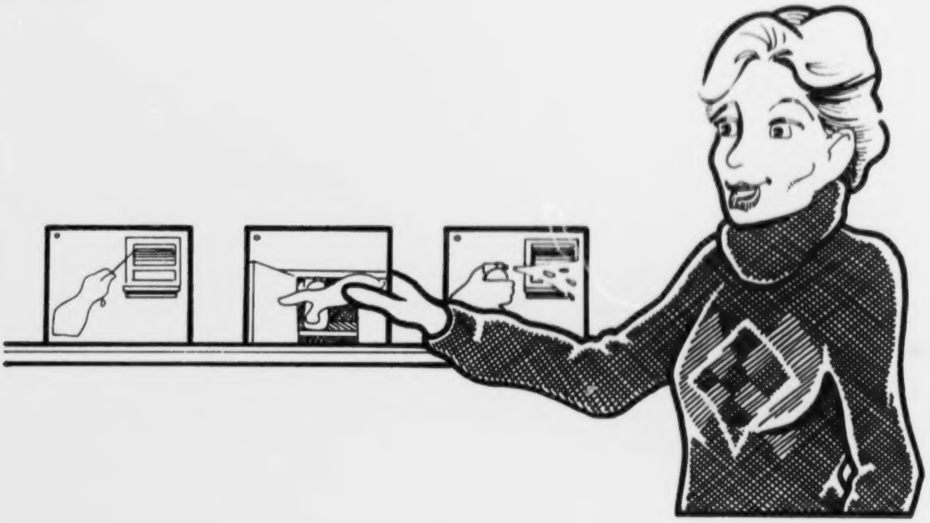
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of washing windows, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

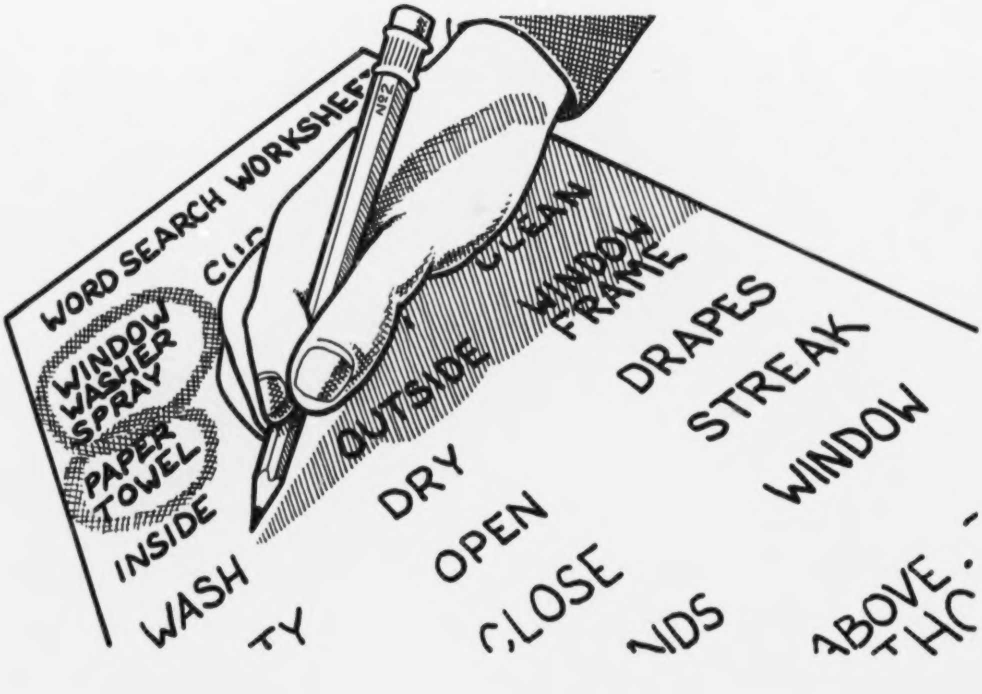
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of washing windows, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in washing windows.
2. Have the individual copy those words on the lines at the bottom of the page.


WORD SEARCH WORKSHEET
Nº2
WINDOW WASHER SPRAY
PAPER TOWEL
INSIDE
WASH
OUTSIDE
CLEAN
WINDOW FRAME
DRY
OPEN
CLOSE
DRAPES
STREAK
WINDOW
ABOVE

Washing Windows
Word Search Worksheet

Name ______________________________

1. Look at the words written below. Find the things you need to wash windows. Circle those words.

window washer spray
paper towel
wash
windowsill
curtain
cloth
coat
dirty
shoe
blinds
tree
bag
mop
drapes
book
door
dog
floor
window frame
apple

2. Look at the words you have circled above. These are the things you need to wash windows. Copy those words on the lines below.

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Word Closure

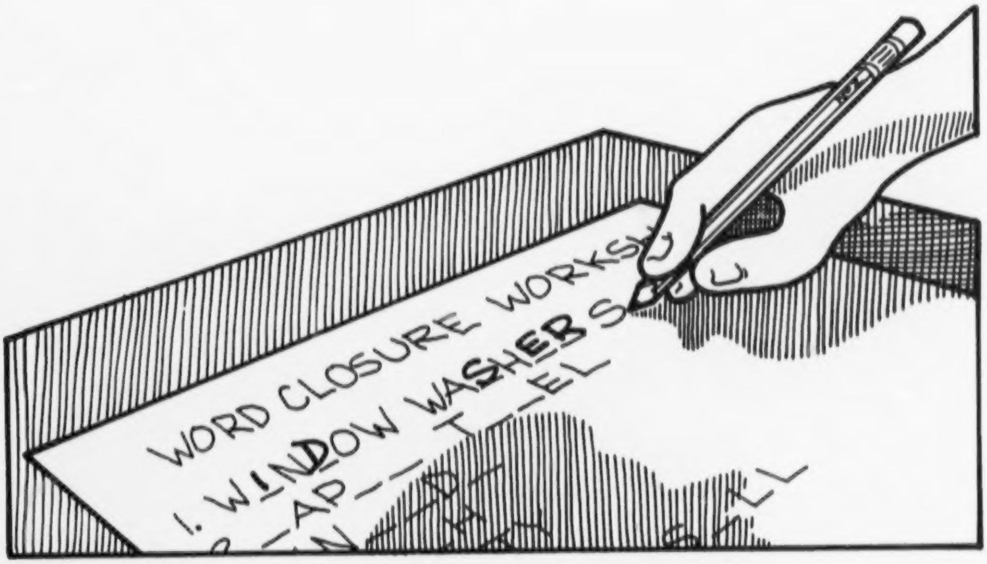
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in washing windows, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Washing Windows
Word Closure Worksheet 1

Name ____

1. W _ N _ O W
   W A _ H _ _
   S _ _ A Y
2. _ A P _ _
   T _ _ E L
3. I N _ _ D _
4. _ A _ H
5. D _ _ T Y
6. _ I P _
7. W _ _ D _ W S _ L L
8. _ _ R T _ I N
9. B _ _ N D _
10. _ M E _ _
11. C L _ T _
12. _ _ T S _ D _
13. D _ Y
14. _ P E _
15. C _ _ S E
16. _ L E _ _
17. W _ _ D _ W
    _ R A _ E
18. _ _ A P _ S
19. S _ _ E A _

Vocabulary List

WINDOW WASHER SPRAY
PAPER TOWEL
INSIDE
WASH
DIRTY
WIPE
WINDOWSILL
CURTAIN
BLINDS
SMEAR
CLOTH
OUTSIDE
DRY
OPEN
CLOSE
CLEAN
WINDOW FRAME
DRAPES
STREAK

Washing Windows
Word Closure Worksheet 2

Name ____

1. W __ N __ O W
   W A __ H __ __
   S __ __ A Y

2. __ A P __ __
   T __ __ E L

3. I N __ __ D __

4. __ A __ H

5. D __ __ T Y

6. __ I P __

7. W __ __ D __ W S __ L L

8. __ __ R T __ I N

9. B __ __ N D __

10. __ M E __ __

11. C L __ T __

12. __ __ T S __ D __

13. D __ Y

14. __ P E __

15. C __ __ S E

16. __ L E __ __

17. W __ __ D __ W
    __ R A __ E

18. __ __ A P __ S

19. S __ __ E A __

Vocabulary List

DRAPES
WINDOW WASHER SPRAY
CLOSE
PAPER TOWEL
CURTAIN
DIRTY
WINDOW FRAME
INSIDE
OPEN
SMEAR
CLOTH
STREAK
WINDOWSILL
OUTSIDE
BLINDS
WIPE
CLEAN
DRY
WASH

Washing Windows
Word Closure Worksheet 3

Name ______________________________

1. __ A __ H
2. W __ __ D __ W S __ L L
3. __ A P __ __
   T __ __ E L
4. W __ N __ O W
   W A __ H __ __
   S __ __ A Y
5. __ __ R T __ I N
6. D __ __ T Y
7. I N __ __ D __
8. __ I P __
9. C L __ T __
10. O P E __
11. B __ __ N D __
12. S __ __ E A __
13. __ M E __ __
14. W __ __ D __ W
    __ R A __ E
15. __ __ T S __ D __
16. D __ Y
17. C __ __ S E
18. __ L E __ __
19. __ __ A P __ S

Vocabulary List

DRAPES
WINDOW WASHER
SPRAY
CLOSE
PAPER TOWEL
CURTAIN
DIRTY
WINDOW FRAME
INSIDE
OPEN
SMEAR
CLOTH
STREAK
WINDOWSILL
OUTSIDE
BLINDS
WIPE
CLEAN
DRY
WASH

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

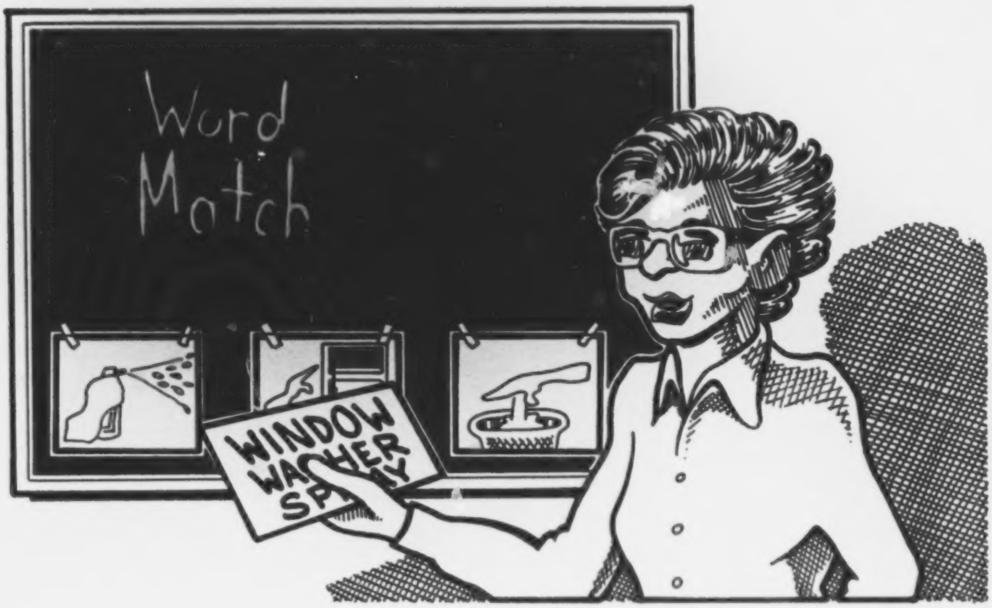
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

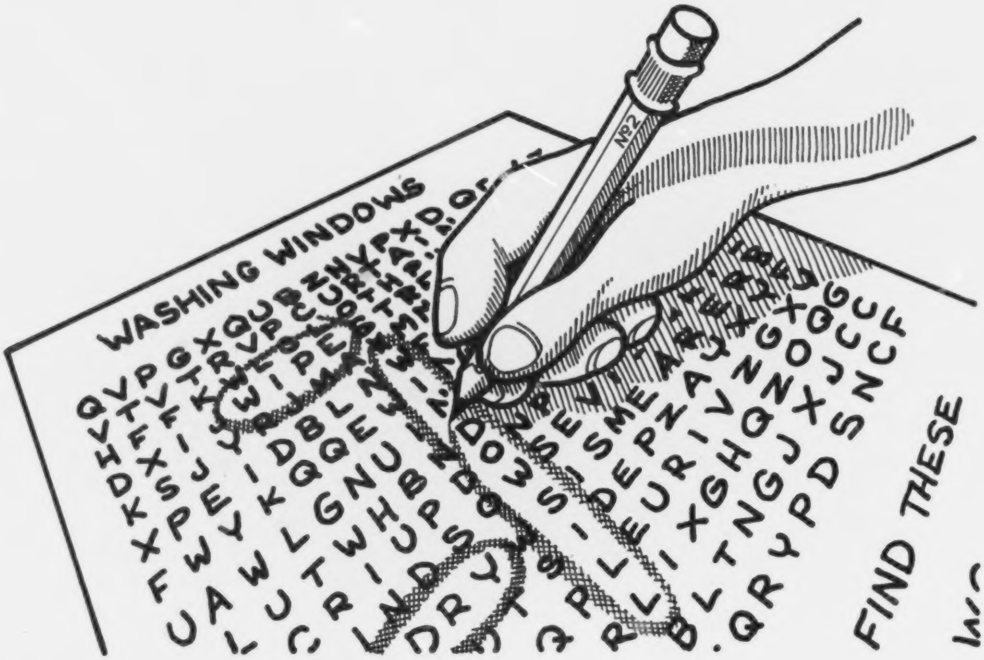
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with washing windows, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Washing Windows
Answer Keys
Word Search Puzzle 1

```
W I N D O W F R A M E . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . D R A P E S . . . . . . . . . . . .
. . . . . . . . P A P E R T O W E L . . .
C L O S E C L O T H . . . W I P E . . . .
. O P E N . . . . . . . . . . . . . . . .
B L I N D S M E A R . . . . . . . . . . .
. . . . . . . . . . O U T S I D E . . . .
I N S I D E . . . . . . . . . W A S H . .
C L E A N . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . C U R T A I N
S T R E A K . . . . . . . . . . . . . . .
. . . . W I N D O W . . . . . . . . . . .
. . D I R T Y . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . W I N D O W S I L L . .
W I N D O W S P R A Y . . . . . D R Y . .
```

Word Search Puzzle 2

```
. . . . . . . . . . . P . . . . . .
. . . . . . . C U R T A I N . . . .
. . . . . . C L O T H P W . . . . .
. . . . W I P E S T R E A K . . . .
. . . . . . . A . . . R S . . . . .
. . . . . . . N W . . T H . . . . .
. . . . . . . W I N D O W F R A M E
. . . . . . . I N . R W . . . . . .
. . . . W . . N D I A E . . . . . .
. . C . I . . D O N P L . . . . . .
. B L I N D S O W S E . . . . . . .
. . O . D R Y W S I S M E A R . . .
. . S . O U T S I D E . . . . . . .
O P E N W . . P L E . . . . . . . .
. . . . . . . R L . . . . . . . . .
. . . . . . . A . . . . . . . . . .
. . . D I R T Y . . . . . . . . . .
```

Word Search Puzzle 3

.	.	.	.	.	C	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	.	.	.	.	.	U	D	.	.	.	.	.	.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	R	.	B	.	.	L	.	C	.	.	.	.	.	.
.	.	.	.	.	.	.	A	T	.	L	E	.	.	L	.	.	.	.	.	.
.	.	C	.	.	.	.	P	.	A	W	I	N	D	O	W	F	R	A	M	E
.	.	L	.	.	.	.	E	.	O	I	I	N	.	S	.	.	.	.	.	.
.	.	E	.	.	.	.	S	T	.	N	N	N	D	E	.	H	.	E	.	.
D	.	A	.	.	.	.	R	.		D	.	.	D	S	T	.	P.	.	.	.
.	I	N	S	I	D	E	.	.	.	O	.	.	.	O	.	I	.	.	.	.
.	.	R	.	.	P	R	.	.	.	W	.	.	L	U	W	A	S	H	.	.
.	.	O	T	A	.	.	Y	S	.	S	.	C	.	T	.	S	.	.	.	.
.	.	.	P	Y		.	.	M	T	P	.	.	.	S	.	.	I	.	.	.
.	.	.	.	E	.	.	.	E	.	R	.	.	.	I	.	.	.	L	.	.
.	.	.	.	.	N	.	.	A	.	A	E	.	.	D	.	.	.	.	L	.
.	.	.	.	.	.	.	.	R	.	Y	.	A	.	E	.	.	.	.	.	.
.	.	.	.	.	.	.	.	.	.	.	.	.	K	.	.	.	.	.	.	.

Washing Windows
Word Search Puzzle 1

Name ____

```
W I N D O W F R A M E M E U G O Q D X D W
Q J H R B W I B W I F S T H R P F O A I Z
A E Q S I V M H P Z A S T R D H O I N P J
B A W D R A P E S A G N W V G G I B D T K
V A F S X B M G P A P E R T O W E L G L B
C L O S E C L O T H B G Y W I P E A W C Q
U O P E N Z N F A K M U S H X Z J M K Q X
B L I N D S M E A R B U O V Q S P L N I W
Y Q R Q N P N N E J O U T S I D E O I W W
I N S I D E Q U O V T A S G J W A S H A X
C L E A N N N V P O U Q E Y P F C Z O O M
E X K T S I C V Y R Y R K H L P V X H R L
X P N Q J K Y U A V B S Y T C U R T A I N
S T R E A K K B X J B P Q H Y J T B V V D
D U T M W I N D O W L F X Q V I X F S G V
T Z D I R T Y T W T X R N K E B B W P P G
Z L G U J E C Z U S D M Y G G W E E K P E
R I S D T S N Z S W I N D O W S I L L O Q
W I N D O W S P R A Y P K R W L D R Y H M
```

Can you find these words?

WINDOW FRAME
BLINDS
WASH
STREAK
OPEN
CURTAIN
SMEAR

PAPER TOWEL
CLOSE
WINDOW SPRAY
INSIDE
DRY
DRAPES
WIPE

WINDOW
DIRTY
OUTSIDE
CLOTH
WINDOWSILL
CLEAN

Washing Windows
Word Search Puzzle 2

Name____

```
Q V P G X Q U B Z N V P X D Q B U Z
V T V T R V P C U R T A I N M C X D
H F F K W L C L O T H P W Q Q P V N
D X I J W I P E S T R E A K M O V N
K S J Y R J M A K M N R S W M W N S
X P E I D B L N W F S T H U O T H Q
F W Y K Q Q E W I N D O W F R A M E
U A W L G N U I N L R W H U T B L W
N L U T W H B N D I A E A V M H B P
L R C R I U P D O N P L P U U N Y Q
E B L I N D S O W S E V I Z Q R P L
P F O W D R Y W S I S M E A R E R B
L Y S R O U T S I D E P Z A Y X Y F
O P E N W G Q P L E U R I V Z G X Y
N L X G P X P R L I X G H Q Z O Q G
H I E Y M Y S A B L T N G J X J C C
Y S F D I R T Y C Q R Y P D S N C F
```

Can you find these words?

WINDOW FRAME
BLINDS
WASH
STREAK
OPEN
CURTAIN
SMEAR

PAPER TOWEL
CLOSE
WINDOW SPRAY
INSIDE
DRY
DRAPES
WIPE

WINDOW
DIRTY
OUTSIDE
CLOTH
WINDOWSILL
CLEAN

Washing Windows
Word Search Puzzle 3

Name____

P M O K E C V U J Z E E V A B P K Q H I L
F T Q X D S U D S U H P R G D C A C T N D
Z A D R Q I P R Z B S S L C C P M F M V L
E H F C F Y V A T P L E B Z L M P M U J J
U M C K Q V S P P A W I N D O W F R A M E
U A L G P F S E J O I I N Y S T J X I Y H
U C E L F A F S T G N N N D E K H U E J K
D T A V T L N R O Y D P P D S T C P E X D
Q I N S I D E O X U O K A G O A I M P O S
V W R Q X P R I X A W S T L U W A S H V O
M U O T A U A Y S F S C C C T G S R W O V
S D Q P Y Q Z P M T P M W F S J Y I Z F R
X R J Y E I D P E D R G W K I S I Y L O Q
R E Z J Y N Q Y A L A E Z L D F L E W L S
O W H N N P Y V R L Y F A E E Z T W J O N
I U W I N D O W G N I P F K P H X K J A N

Can you find these words?

WINDOW FRAME
BLINDS
WASH
STREAK
OPEN
CURTAIN
SMEAR

PAPER TOWEL
CLOSE
WINDOW SPRAY
INSIDE
DRY
DRAPES
WIPE

WINDOW
DIRTY
OUTSIDE
CLOTH
WINDOWSILL
CLEAN

Crossword Puzzles

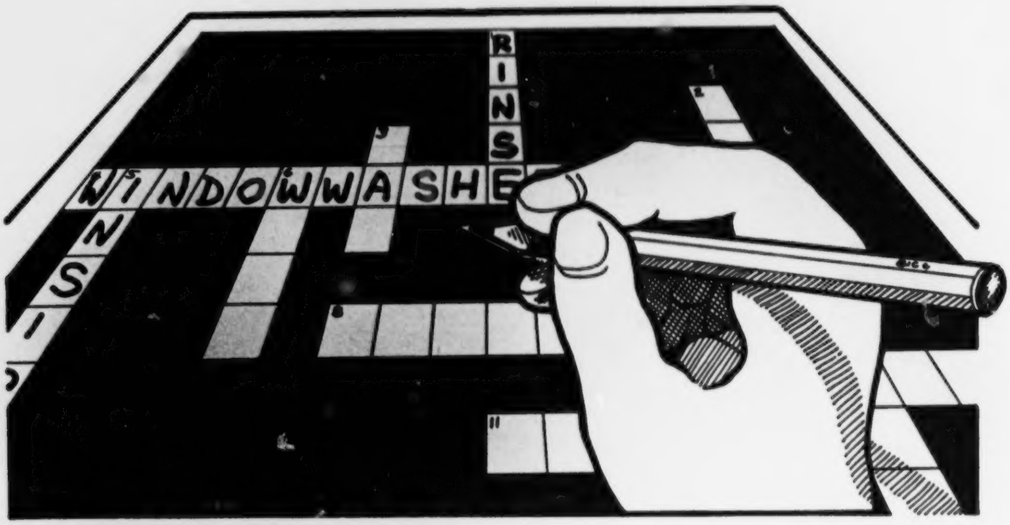
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in washing windows.

MATERIALS: Crossword Puzzle 1, 2, or 3

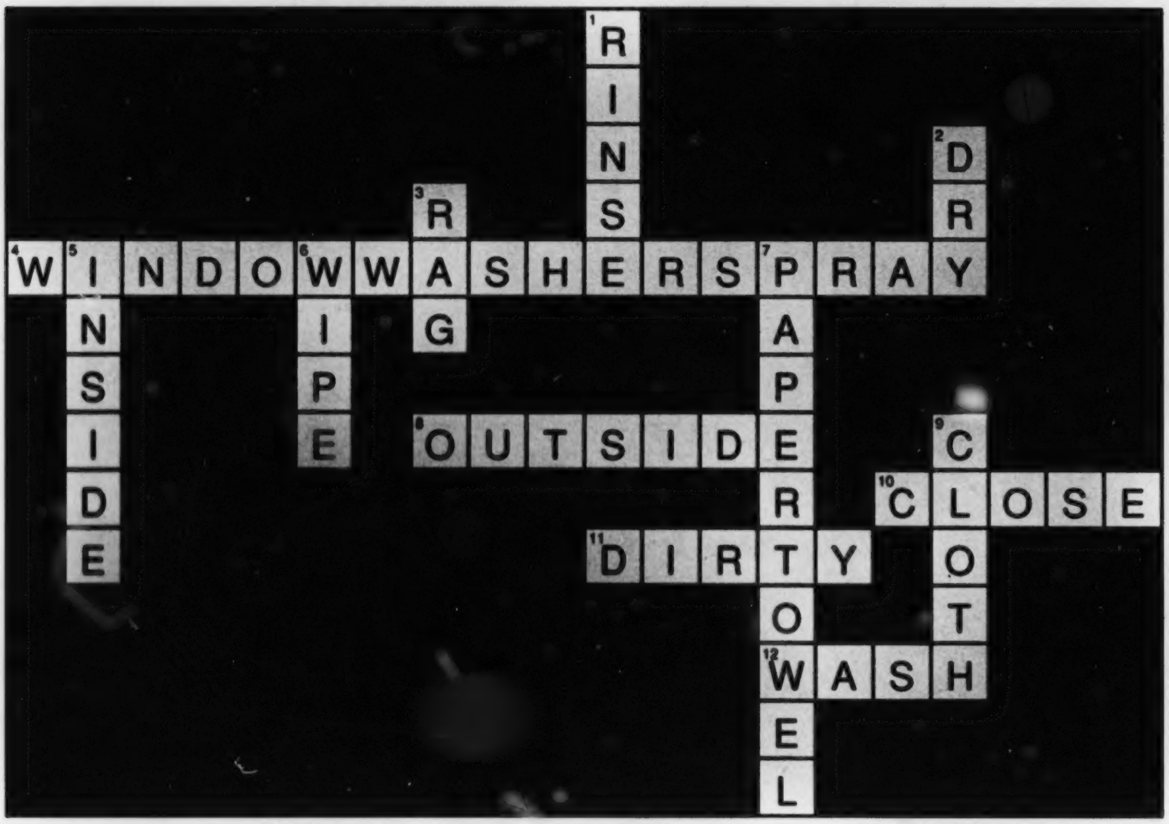
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



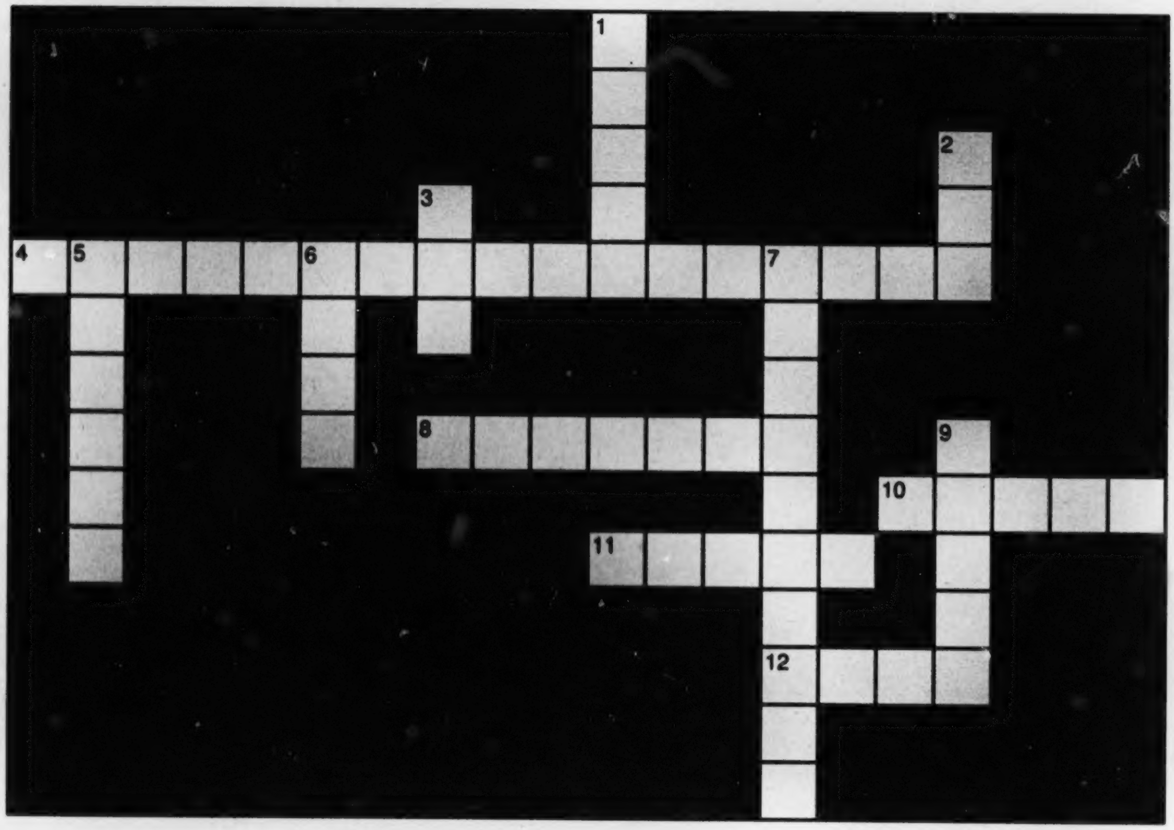
Washing Windows
Answer Key
Crossword Puzzles 1, 2, 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 RINSE
2 DRY
3 RAG
4 WINDOWWASHERSPRAY
5 INSIDE
6 WIPE
7 PAPERTOWEL
8 OUTSIDE
9 CLOTH
10 CLOSE
11 DIRTY
12 WASH

Washing Windows
Crossword Puzzles 1, 2, and 3

Name ______________________________


1
2
3
4
5
6
7
8
9
10
11
12

Washing Windows
Crossword Puzzle 1

Name ____

Across Clues

4. WINDOWWASHERSPRAY (3 words)
8. OUTSIDE
10. CLOSE
11. DIRTY
12. WASH

Down Clues

1. RINSE
2. DRY
3. RAG
5. INSIDE
6. WIPE
7. PAPERTOWEL (2 words)
9. CLOTH

Word List

CLOSE
DRY
PAPER TOWEL
WASH
CLOTH

INSIDE
RAG
WINDOW WASHER SPRAY

DIRTY
OUTSIDE
RINSE
WIPE

Washing Windows
Crossword Puzzle 2

Name ______________________________

Across Clues

4. WINDOW WASHER SPRAY—used to spray on windows
8. OUTSIDE—the opposite of inside
10. CLOSE—opposite of open
11. DIRTY—opposite of clean
12. WASH—to make something clean

Down Clues

1. RINSE—using water to remove soap
2. DRY—action used to wipe water from a window
3. RAG—cloth used to wash window
5. INSIDE—the opposite of outside
6. WIPE—motion used when cleaning a window
7. PAPER TOWEL—used to dry hands or windows
9. CLOTH—material used to wash windows

Word List

CLOSE
DRY
PAPER TOWEL
WASH
CLOTH

INSIDE
RAG
WINDOW WASHER SPRAY

DIRTY
OUTSIDE
RINSE
WIPE

Washing Windows
Crossword Puzzle 3

Name ____

Across Clues

4. used to spray on windows
8. the opposite of inside
10. opposite of open
11. opposite of clean
12. to make something clean

Down Clues

1. using water to remove soap
2. action used to wipe water from a window
3. cloth used to wash window
5. the opposite of outside
6. motion used when cleaning a window
7. used to dry hands or windows
9. material used to wash windows

Word List

CLOSE
DRY
PAPER TOWEL
WASH
CLOTH

INSIDE
RAG
WINDOW WASHER
SPRAY

DIRTY
OUTSIDE
RINSE
WIPE

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

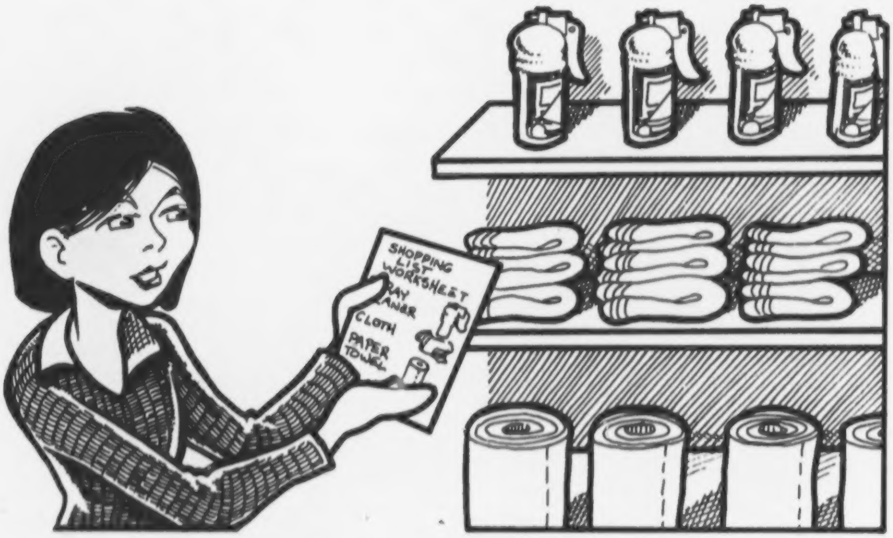
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 387-394)

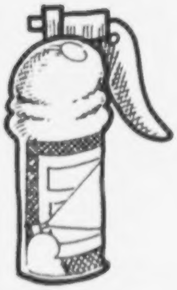
ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

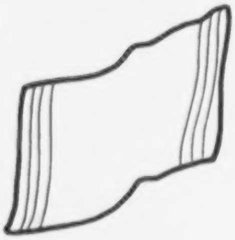


Washing Windows
Shopping List Worksheet

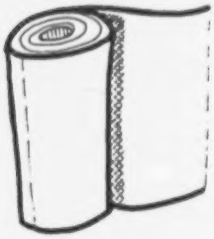
Name ______________________________



Window Washer Spray ________ ¢



Cloth ________ ¢



Paper Towel ________ ¢

Total ________ ¢

Label Objects or Pictures

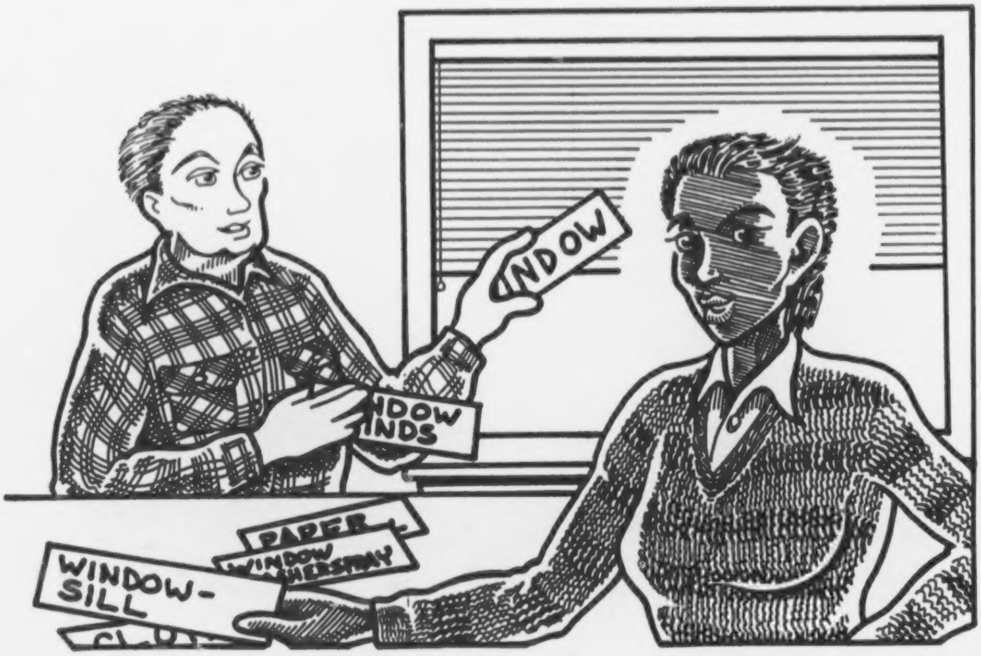
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in washing windows.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Washing Windows, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in washing windows. Ask, "What is it?" Help the individual name the object, using an expressive communication system.
2. Present pictures of objects used in washing windows. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



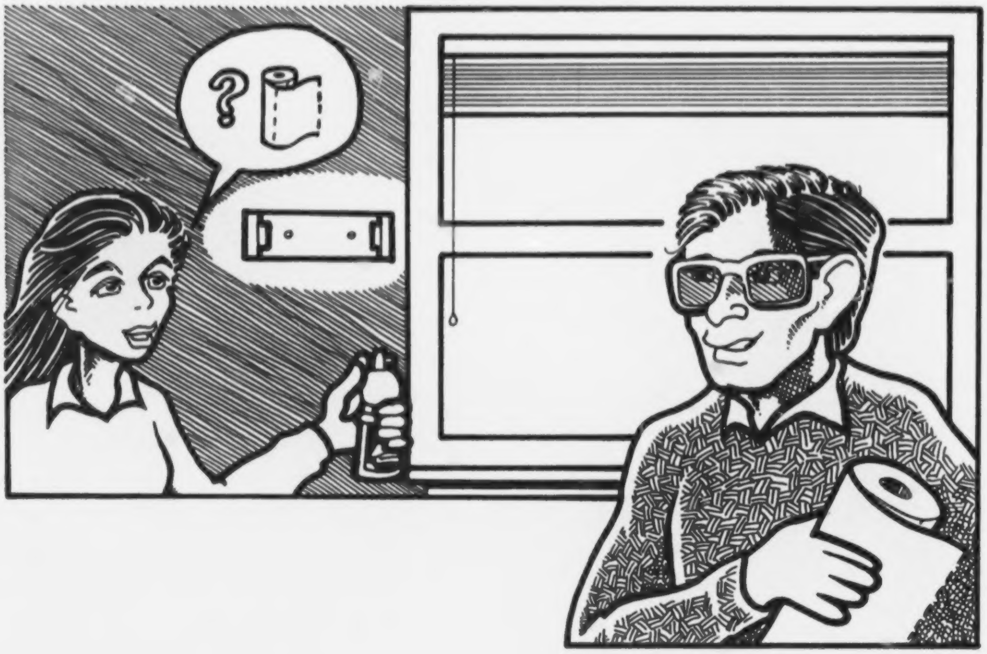
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of washing windows.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Washing Windows, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to wash windows. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.



Label or Request Actions

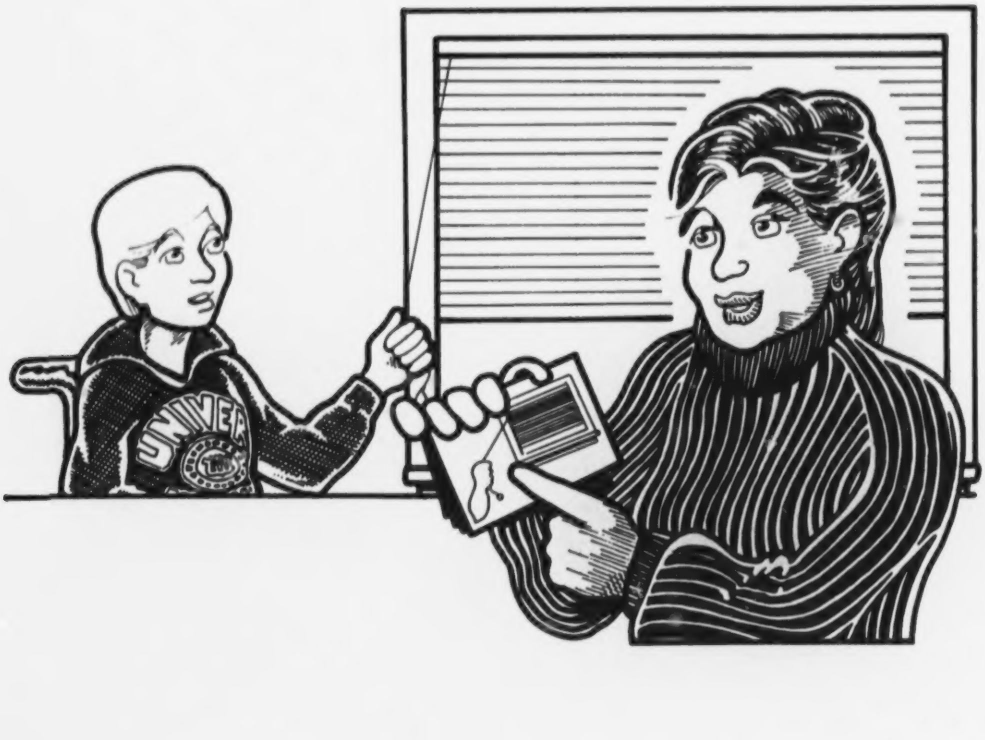
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with washing windows, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.



Express Action Steps, Using a Word, Phrase, or Sentence

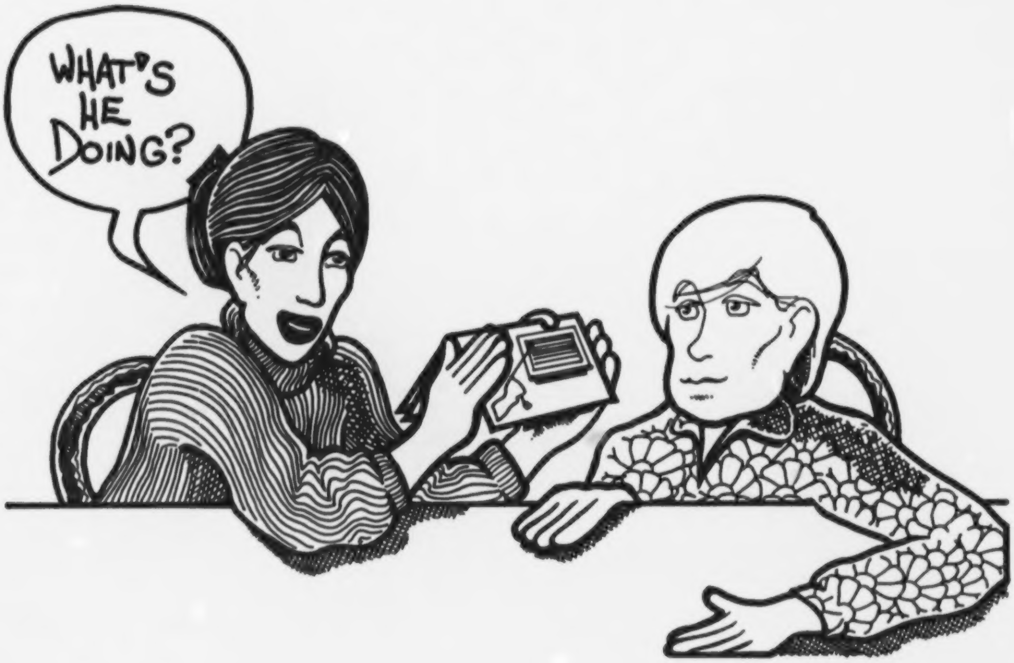
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


WHAT'S HE DOING?

Answer Simple Questions

GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of washing windows.

MATERIALS: Simple Questions for Washing Windows (pages 182-183)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Washing Windows list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Washing Windows list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)

WHERE'S THE CLOTH?

Washing Windows
Multiple Choice Questions

Name ______________________________

1. What do you use to wash a window?
   a. Furniture polish
   b. Cleanser
   c. Window washer spray

2. What do you use to wipe the window?
   a. Paper towel
   b. Construction paper
   c. Plastic wrap

3. Where do you keep the window washer spray?
   a. Dryer
   b. Cupboard
   c. Bathtub

4. Where do you put the dirty paper towel when you are finished washing the windows?
   a. Wastebasket
   b. Laundry
   c. Cupboard

5. Where do you put the dirty cloth when you are finished washing the windows?
   a. Wastebasket
   b. Laundry
   c. Cupboard

6. Why do you wash the windows?
   a. Because they're clean
   b. Because they're open
   c. Because they're dirty

7. Which side of the window do you wash using a back-and-forth motion?
   a. The inside
   b. The outside
   c. Neither side

8. When do you wash the windows?
   a. When they are open
   b. When they are clean
   c. When they are dirty

9. What do you do with the blinds, curtains, drapes, or other window coverings before you wash the window?
   a. Move them aside
   b. Throw them away
   c. Spray them with window washer spray

10. What do you do with the window washer spray?
   a. Spray it on your hair
   b. Spray it on the window
   c. Pour it on the floor

Washing Windows
Yes/No Questions

Name ____

1. Do you wash the windows when they are clean?
   YES NO
2. Do you wash the blinds with window washer spray?
   YES NO
3. Do you put the dirty paper towel in the laundry?
   YES NO
4. Do you spray window washer spray on a dirty window?
   YES NO
5. Do you wipe outside windows using an up-and-down motion?
   YES NO
6. Do you put the dirty cloths in the wastebasket?
   YES NO
7. Do you clean the window with cleanser?
   YES NO
8. Do you put the window washer spray in the refrigerator when you are finished?
   YES NO
9. Do you put the blinds, curtains, drapes, or window coverings on the floor when you are finished?
   YES NO
10. Do you return the paper towels and window washer spray to their normal storage places when you're finished?
    YES NO

Request Objects, Using a Sentence

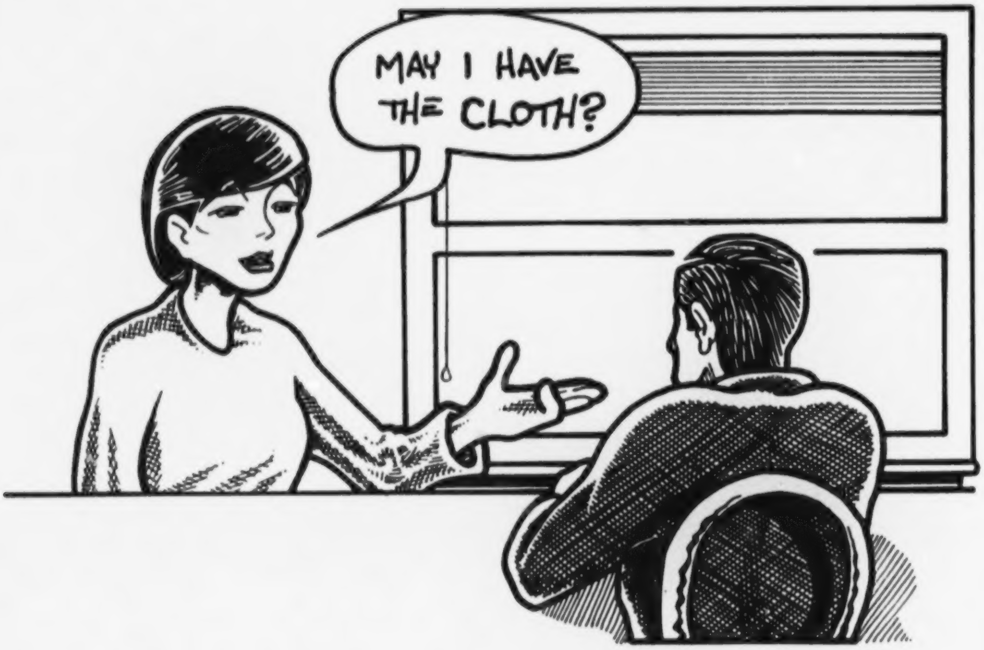
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for washing windows, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, page 165)
Shopping List Worksheet (page 206)
Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


MAY I HAVE THE CLOTH?

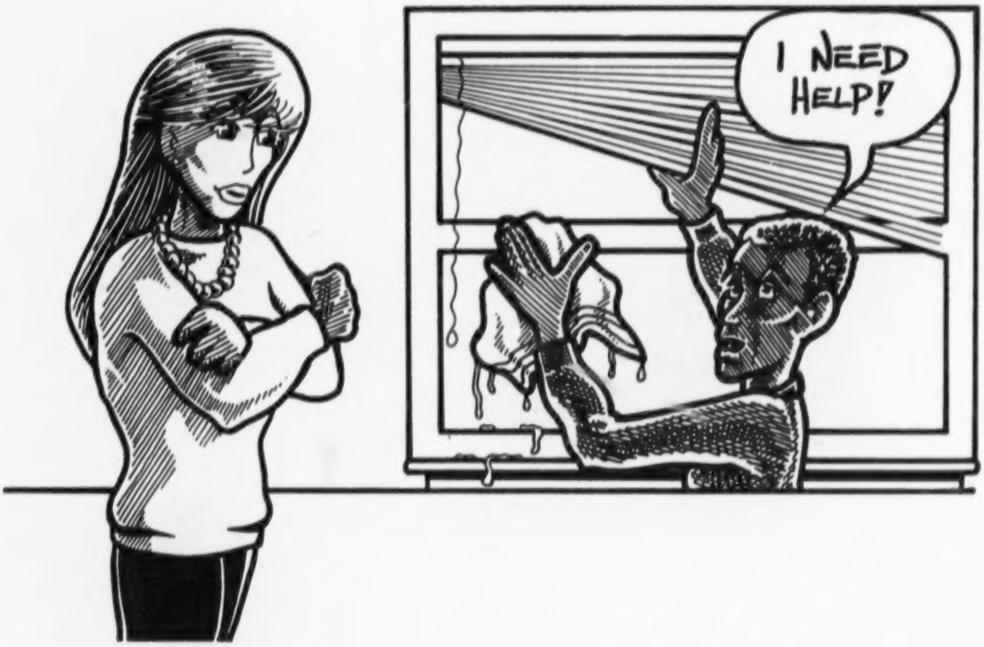
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while washing windows. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.



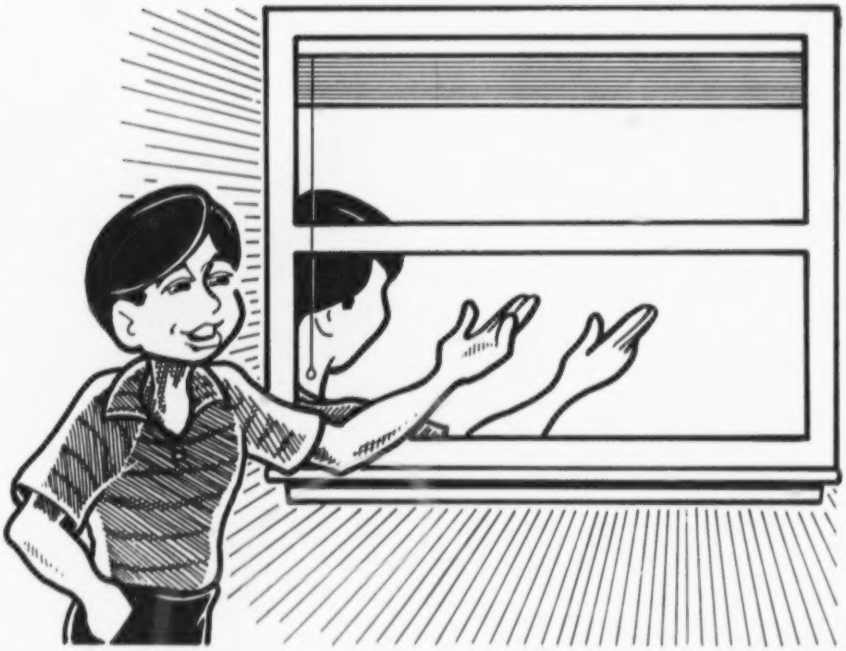
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."



Request Information

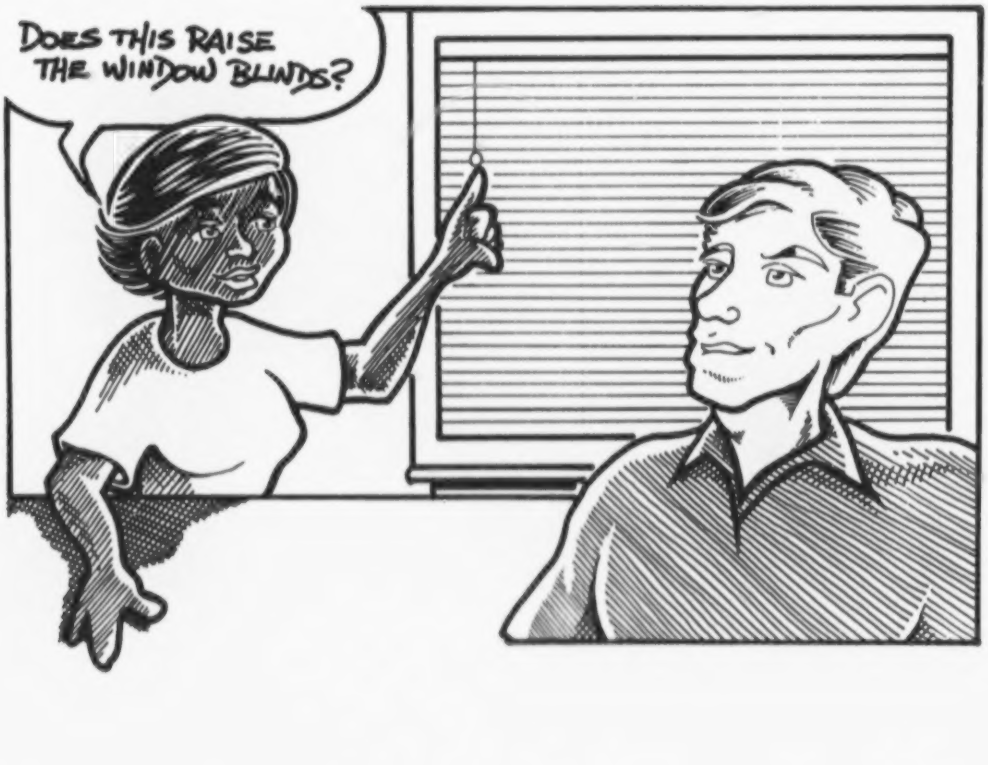
GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of washing windows.

MATERIALS: Objects used in the task (See Vocabulary List, page 165)
Flip Book pictures

ACTIVITIES:

1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


DOES THIS RAISE THE WINDOW BLINDS?

Express Varied Sentence Structures and Pragmatic Functions

GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures

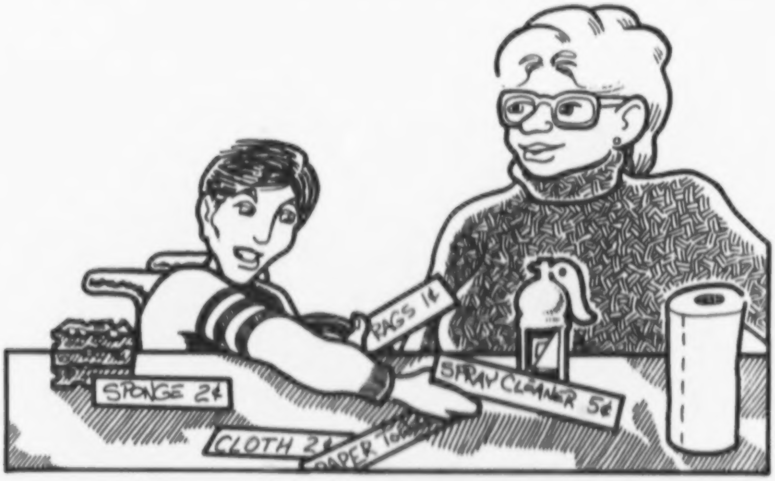
Objects used in the task (See Vocabulary List, page 165)

Money

Coin Value Worksheets (pages 387-394)

ACTIVITIES:

1. Engage the individual in conversation about washing windows. Help the individual to use a variety of sentence structures, such as "I am going to wash the window" (agent + action + object) or "Clean window!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of washing windows. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.



Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

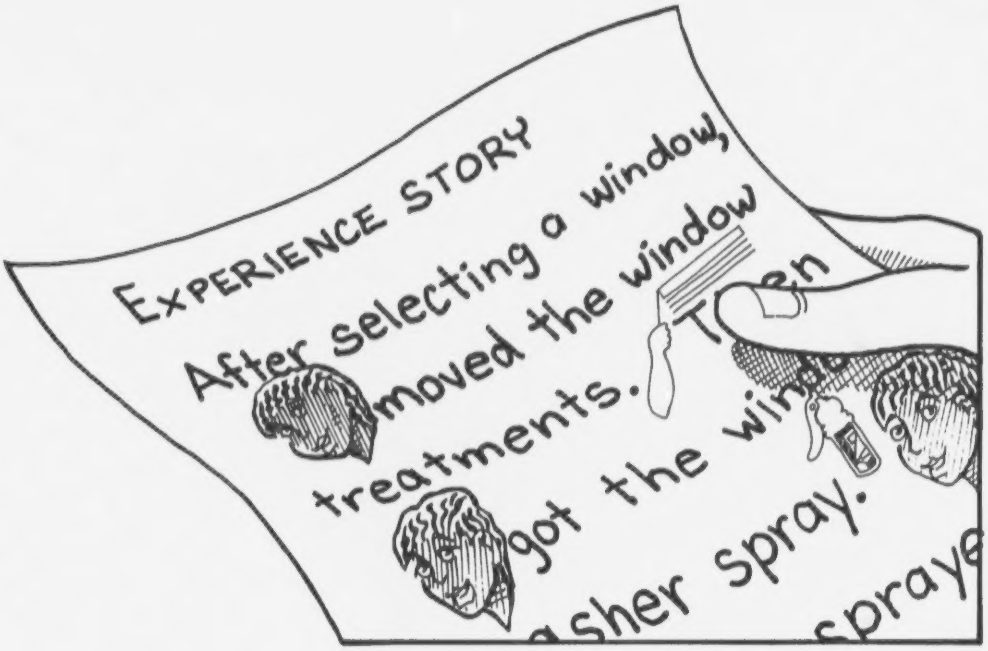
MATERIALS: Experience Story

Experience Story Faces (pages 395-398)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


EXPERIENCE STORY
After selecting a window,
moved the window
treatments. Then
got the window
washer spray.
sprayed

Washing Windows
Experience Story 1

After selecting a window, ☐ moved the window coverings.

Then ☐ got the window washer spray.

☐ carefully put some window washer spray on the window.

☐ used a paper towel to wash the inside of the window, using back-and-forth motions.

☐ threw the dirty paper towel in the wastebasket.

Then ☐ used a clean paper towel to dry the window.

☐ then threw the used paper towel in the wastebasket.

☐ put the window washer spray in its normal storage place.

To complete the task, ☐ replaced the window coverings.

Washing Windows
Experience Story 2

After selecting a window, ☐ moved the window coverings.

Then ☐ got the window washer spray.

☐ carefully put some window washer spray on the window.

☐ used a cloth to wash the inside of the window, using back-and-forth motions.

☐ set the dirty cloth aside.

Then ☐ used a clean cloth to dry the window.

☐ then put the wet and dirty cloths in the laundry.

☐ put the window washer spray in its normal storage place.

To complete the task, ☐ replaced the window coverings.

Washing Windows
Experience Story 3

After selecting a window, ☐ moved the window coverings.

Then ☐ got the window washer spray.

☐ carefully put some window washer spray on the window.

☐ used a paper towel to wash the inside of the window, using back-and-forth motions.

☐ threw the dirty paper towel in the wastebasket.

Then ☐ used a clean paper towel to dry the window.

Next, ☐ went outside to wash the window.

☐ carefully sprayed the window washer on the window.

Then ☐ used a paper towel to wash the outside of the window, using up-and-down motions.

☐ used a clean paper towel to dry the window.

☐ threw the dirty paper towel in the wastebasket.

Next, ☐ put the window washer spray in its normal storage place.

To complete the task, ☐ replaced the window coverings.

Washing Windows
Experience Story 4

After selecting a window, ☐ moved the window coverings.

Then ☐ got the window washer spray.

☐ carefully put some window washer spray on the window.

☐ used a cloth to wash the inside of the window, using back-and-forth motions.

☐ set the dirty cloth aside.

Then ☐ used a clean cloth to dry the window.

☐ then put the wet and dirty cloths in the laundry.

Next, ☐ went outside to wash the window.

☐ carefully sprayed the window washer on the window.

Then ☐ used a cloth to wash the outside of the window, using up-and-down motions.

☐ used a clean cloth to dry the window.

☐ then put the wet and dirty cloths in the laundry.

Next, ☐ put the window washer spray in its normal storage place.

To complete the task, ☐ replaced the window coverings.

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 206)

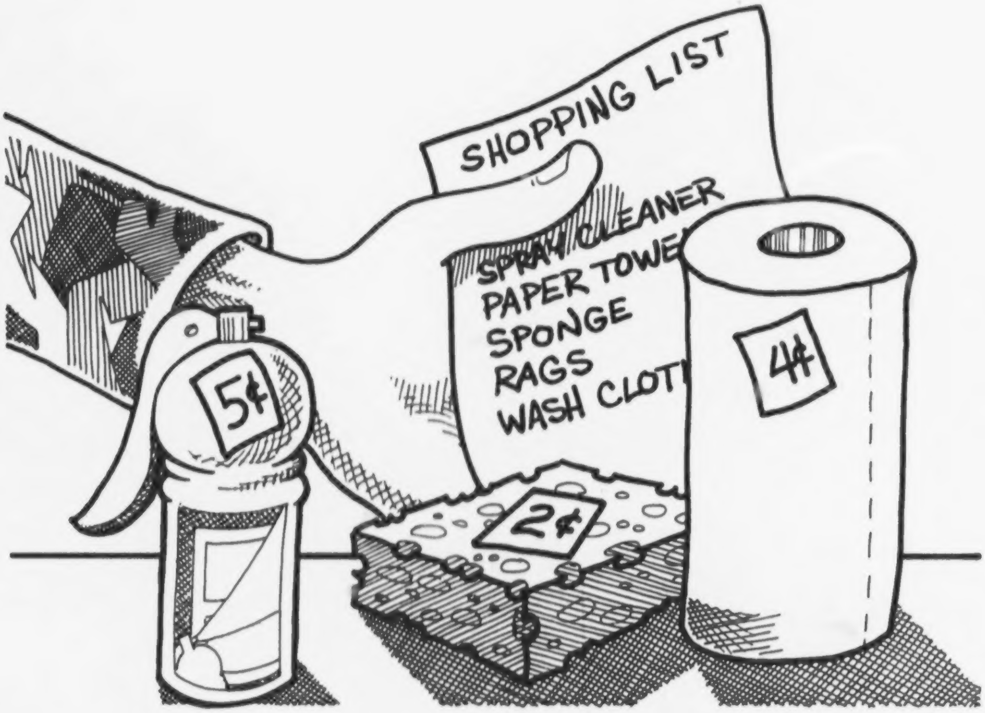
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 387-394)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Washing Windows
Skills Profile

Name ______________________________ Date ____________

Instructor ____________________________ Program __________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments:

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Washing Windows
Goals and Objectives

Name ______________________________ Date __________

Instructor ______________________________ Program __________

________ Annual goal: To improve receptive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will recognize objects used in washing windows, when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of washing windows.	______out of ______times
	3. The individual will recognize pictures of objects used in washing windows, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with washing windows, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for washing windows when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of washing windows, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of washing windows, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of washing windows, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of washing windows, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in washing windows, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with washing windows, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in washing windows.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in washing windows.	______out of ______times
	2. The individual will request objects needed to complete the routine task of washing windows.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with washing windows, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of washing windows.	______out of ______times
	6. The individual will request items needed for washing windows, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of washing windows.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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Chapter 4

Washing Dishes

Letter #1-A to Parents or Significant Caregivers

Dear ______________________________ ,

Washing dishes is an important part of routine chores. The kitchen is used to prepare snacks and meals. There are many dirty dishes that need to be washed after cooking. We must wash dishes often to keep the kitchen area clean and free from odors.

It is important that we talk about our work while carrying out this job. We need to practice our new vocabulary and work to express ourselves in complete sentences. All the important words we are using are listed on the worksheet, Vocabulary List for Washing Dishes. You can help us look at the pictures on the worksheet and find the things named in the vocabulary. The steps necessary for washing dishes are listed on the worksheets, Steps for Washing Dishes. We will be carrying out these steps in different activities that teach us various parts of the task. Activity worksheets will be sent to you regularly. Please keep them in a folder so they will not get lost. It is important to be consistent when learning these new skills. Using the same language and sequence of steps will help us learn to perform this task in different settings.

We must practice this task often. We can wash dishes while cooking, after preparing a snack, and after eating a meal. We must learn when the dishes need to be washed, and we must initiate the activity without direction from others. We also must learn where to put the dishes, silverware, utensils, and pots and pans after they are dry. We must return the other objects to their usual storage places when we are finished. It is important for us to follow safety rules when handling sharp utensils and objects that could be dangerous. It is also essential for us to practice good hygiene habits while washing dishes.

We need to talk with others about the tasks we are learning, and we need to be praised for our work. This will help us feel important and worthwhile as contributors to our home. We will also gain a sense of pride in keeping the kitchen neat and clean.

____

(Individual's name)

____

(Staff member's name)

Letter #2-A to Parents or Significant Caregivers

Dear ______________________________ .

I am learning how to wash dishes. I am also learning the vocabulary and language that is needed in carrying out the task. It is important for me to wash the dishes often in order to keep the kitchen clean and free from odors. I am learning to recognize when the dishes need to be washed rather than waiting for directions from someone else. This will help me become more independent. While working, it is helpful for me to talk about my work, using the new vocabulary and good sentence structure. All the important words I am learning are listed on the worksheet, Vocabulary List for Washing Dishes. You can help me look at the pictures on the worksheet and find the things named in the vocabulary. The steps necessary for washing dishes are listed on the worksheets, Steps for Washing Dishes. I will be carrying out these steps in different activities that teach me various parts of the task. Activity worksheets will be sent to you regularly. Please keep them in a folder so they will not get lost. It is important to be consistent when learning these new skills. Using the same language and sequence of steps will help me learn to perform this task in different settings.

I must practice washing dishes often at home. I can wash the dishes while cooking, after preparing a snack, and after eating a meal. I must also learn to begin the chore when the dishes need to be washed and not rely on others to give me directions. When the dishes, silverware, utensils, and pots and pans are dry, I must put them in the cupboards. It is important for me to practice basic safety rules when handling sharp utensils and objects that could be dangerous. It is also essential for me to practice good hygiene habits while washing dishes.

It is helpful for me to talk with others about my work and to be recognized for my part in keeping our home neat and clean. This will help me be a contributor to the family chores and will assist me in becoming more independent.

____

(Individual's name)

____

(Staff member's name)

Letter #1-B to Parents or Significant Caregivers

Dear ______________________________ ,

Learning to use the dishwasher is an important part of routine chores. There are many dishes to be washed after preparing snacks and meals. In order to keep the kitchen neat and clean we must scrape and rinse the dishes, stack them properly in the dishwasher, and run the dishwasher when it is full.

It is important that we talk about this chore. We need to practice our new vocabulary and express ourselves with good sentences. All the new words we are learning are listed on the worksheet, Vocabulary List for Washing Dishes. You can help us look at the pictures on the worksheet and find the things named in the vocabulary. The steps necessary for carrying out this task are listed on the worksheets, Steps for Washing Dishes. We will be carrying out these steps in different activities while learning and practicing various parts of the task. Activity worksheets will be sent to you regularly. Please keep them in a folder so they will not get lost. It is important to be consistent when learning these new skills. Using the same language and sequence of steps will help us learn to perform this task in different settings.

We must practice using the dishwasher often. We can load the dishwasher while cooking and after eating a snack or meal. Each time we must select the appropriate settings for the wash and dry cycles. We must learn to start the dishwasher and also know where to put the dishes and utensils once they are dry. It is important that we follow basic safety procedures while in the kitchen and when operating an appliance. We must remember to practice good hygiene habits while handling dishes and silverware.

We need to talk with others about the tasks we are learning, and we need to be praised for our work. This will help us contribute to the upkeep of the kitchen and will make us proud of our home.

____

(Individual's name)

____

(Staff member's name)

Letter #2-B to Parents or Significant Caregivers

Dear ________________________________ ,

I am learning to use the dishwasher. I am also learning the vocabulary that is needed to carry out this task. It is important for me to use the dishwasher often so I can learn to select the appropriate settings while keeping the kitchen neat and clean and free of odors. I am also learning to be independent in recognizing when the dishwasher needs to be loaded, run, and emptied. It is helpful for me to talk about this job, using my new vocabulary and best sentences. All the words I am learning are listed on the worksheet, Vocabulary List for Washing Dishes. You can help me look at the pictures on the worksheet and find the things named in the vocabulary. The steps necessary for carrying out the task are listed on the worksheets, Steps for Washing Dishes. These steps will tell me how to do various parts of the task. Activity worksheets will be sent to you regularly. Please keep them in a folder so they do not get lost. It is important to be consistent when learning new skills. Using the same language and sequence of steps will help me learn to do this task in different settings.

I must practice loading, unloading, selecting settings, and running the dishwasher often. I also must learn to recognize when these things need to be done without receiving directions from others. When the dishes are dry, I must learn to put the dishes, silverware, utensils, pots, and pans in the cupboards and drawers. It is also important for me to practice basic safety rules when handling sharp utensils and objects that could be dangerous. It is essential that I maintain good hygiene habits while handling clean dishes and working around food.

It is helpful for me to talk about my work and to be recognized for my part in keeping our home neat and clean. This will help me be proud of my contributions to the upkeep of our home and will motivate me to work more independently.

____

(Individual's name)

____

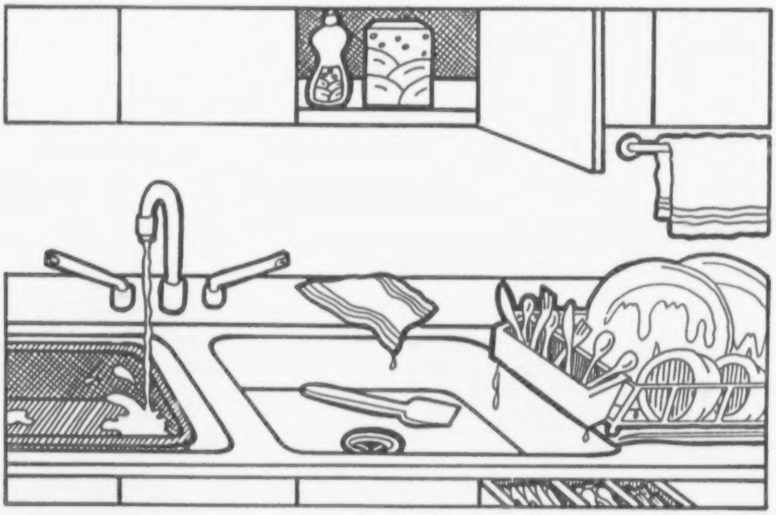
(Staff member's name)

Vocabulary List for Washing Dishes Using a Dishpan or Sink

dishes
cups
rubber spatula
dish drainer
dishcloth
silverware tray
storage place
all
table
garbage disposal
water
stack
wash
turn
fill
wring
sharp
off
cold
back
warm

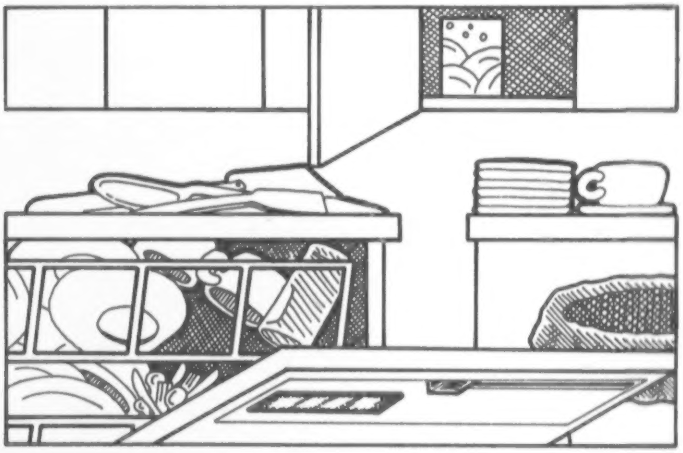
bowls
saucers
utensils
draining board
dish towel
cupboard
few
dirty
counter
sink
faucet
move
rinse
get
dry
hang
pointed
next to
bottom
inside

plates
silverware
dishpan
dish soap
silverware cup
drawer
one
clean
garbage can
towel rack
line
scrape
place
pour
return
top
on
hot
front
outside



Vocabulary List for Washing Dishes Using the Dishwasher

- dishes
- cups
- rubber spatula
- top rack
- detergent dispenser
- door latch
- drawer
- clean
- table
- garbage disposal
- faucet
- scrape
- place
- pour
- pull
- run
- selector panel
- out
- off
- reset
- buttons
- pot scrubber
- rinse and hold
- energy saver dry
- bowls
- saucers
- utensils
- bottom rack
- dishwasher detergent
- silverware tray
- storage place
- sharp
- counter
- sink
- line
- wash
- turn
- fill
- load
- empty
- open
- in
- start
- wash cycle selector
- top
- normal wash
- heated dry
- plates
- silverware
- dishwasher
- silverware basket
- dishwasher door
- cupboard
- dirty
- pointed
- garbage can
- water
- stack
- rinse
- get
- push
- unload
- dial
- close
- on
- clear
- dry options
- bottom
- light wash
- normal dry



Steps for Washing Dishes
Preparing Dishes to be Washed

1. Move plates, bowls, cups, saucers, and silverware from the table to the counter.
2. Get a rubber spatula.
3. Scrape remaining food from the dirty dishes into the garbage can
   OR
   into the garbage disposal.
4. Put each dish on the counter in a stack.
5. Turn on the cold and hot water and adjust to warm.
6. Rinse the dirty dishes.
7. Put each rinsed dish on the counter in a stack.
8. Turn off the water.

Steps for Washing Dishes

Preparing Dishes to Be Washed

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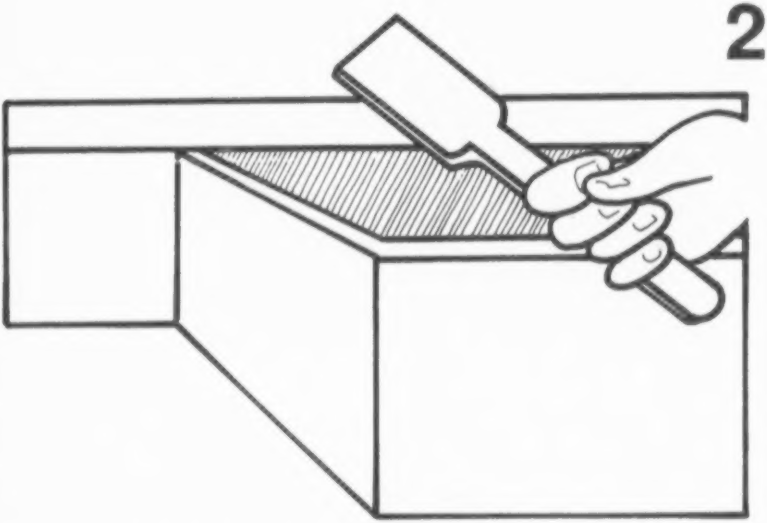

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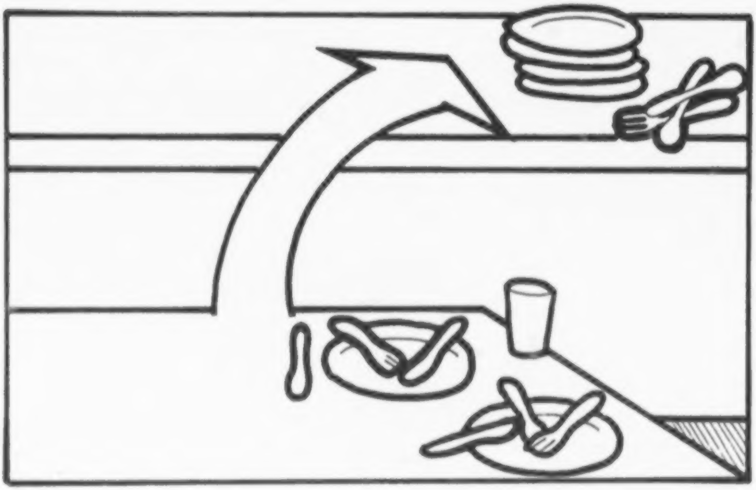

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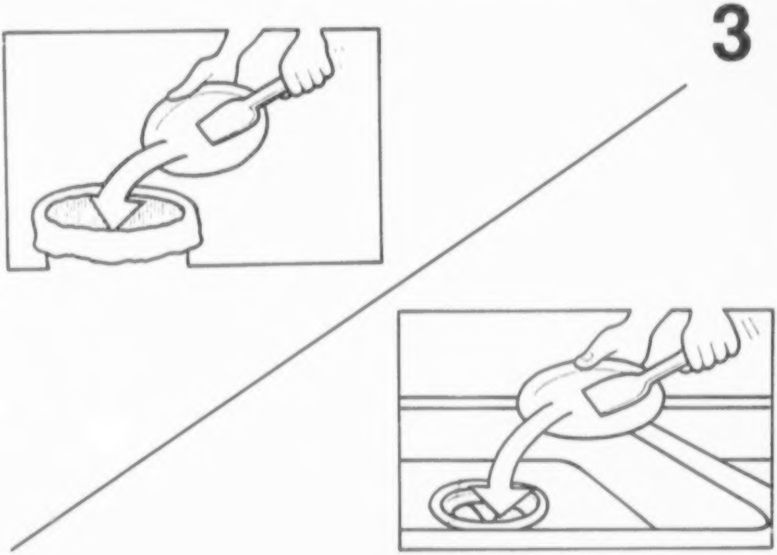


1. Move plates, bowls, cups, saucers, and silverware from the table to the counter.

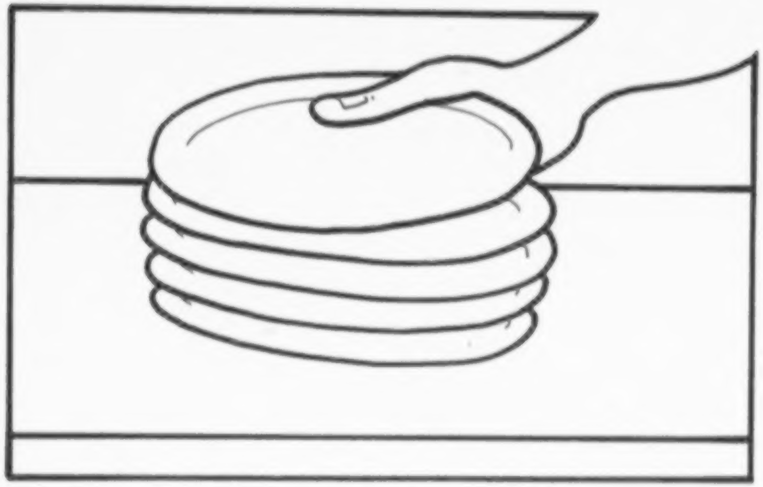
3. Scrape remaining food from the dirty dishes into the garbage can

   OR

   into the garbage disposal.

2. Get a rubber spatula.

4



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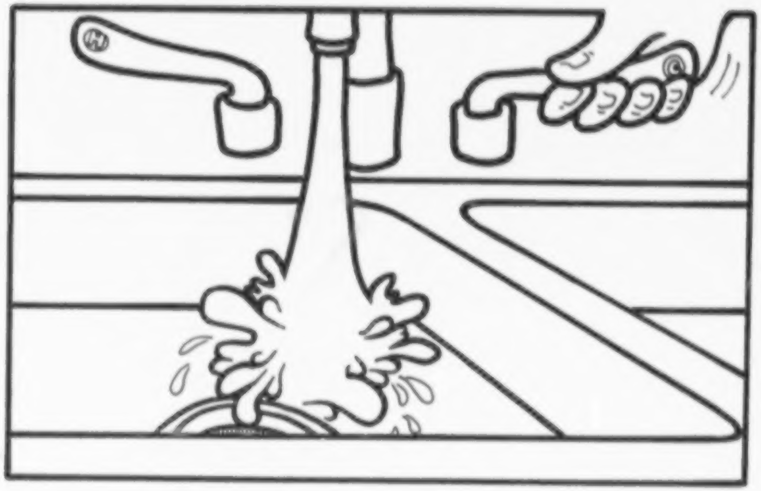

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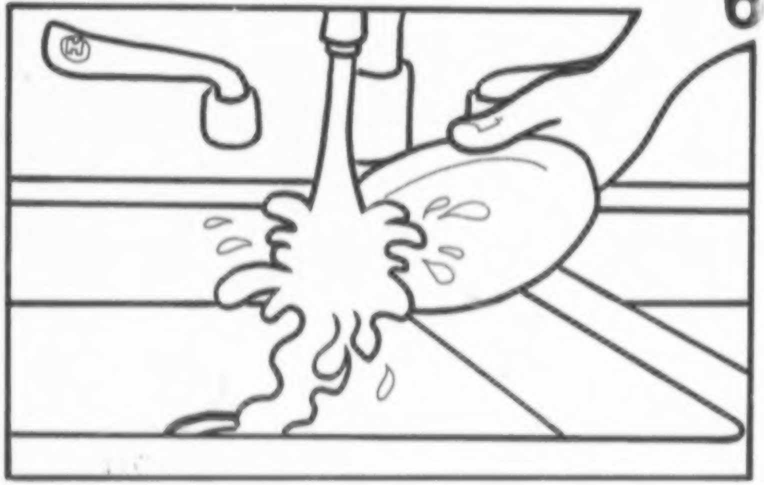

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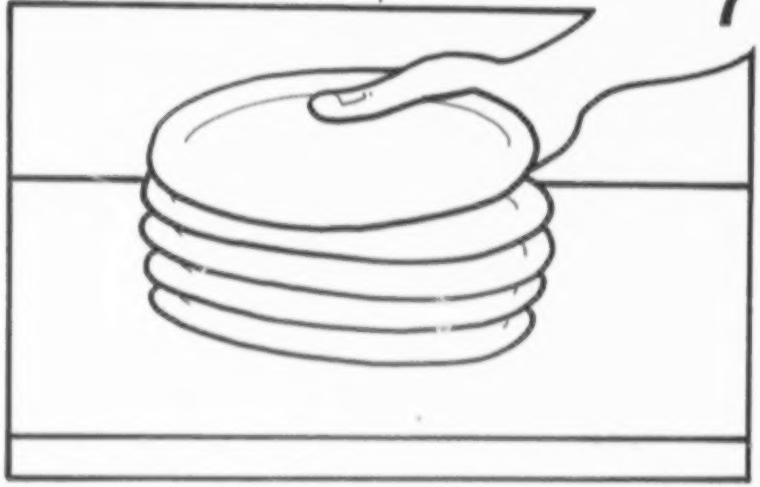

5. Turn on the cold and hot water and adjust to warm.

7. Put each rinsed dish on the counter in a stack.

4. Put each dish on the counter in a stack.

6. Rinse the dirty dishes.

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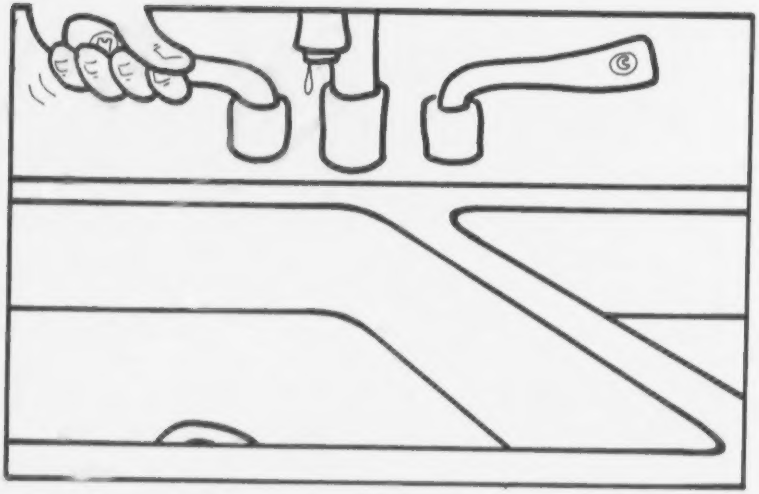

8. Turn off the water.

Steps for Washing Dishes Using a Double Sink

1. Place the stopper in the sink.
2. Press the stopper to close the sink.
3. Get the dish drainer and draining board from the usual storage place.
4. Put them on the counter next to the sink.
5. Get the dish soap, a dishcloth, and a dish towel.
6. Set the dishcloth and the dish towel on the counter.
7. Pour a small amount of dish soap into the sink.
8. Turn the cold and hot water on and adjust to warm.
9. Fill the sink half full.
10. Move the faucet so water will run into the other sink.
11. Carefully place a few dirty dishes in the sink with the soapy water.
12. Put the dishcloth in the water.
13. Wash the dishes with the dishcloth. Be sure to clean the inside, outside, front, back, top, and bottom of all the dishes.
14. Rinse the soap off the clean dishes.
15. Put the clean, rinsed dishes in the dish drainer.
16. Continue washing and rinsing until all the dishes are clean and rinsed.
17. Carefully wash and rinse all sharp knives and pointed utensils one at a time, and place them next to the silverware cup.
18. Place all other silverware in the dishwater.
19. Wash all silverware.
20. Rinse the clean silverware.
21. Place the clean, rinsed silverware in the silverware cup of the dish drainer.
22. Pick up the dish towel.
23. Dry the dishes with the dish towel. Be sure to dry the inside, outside, front, back, top, and bottom of all the dishes.

24. Put the clean, dry dishes in the cupboard.
25. Carefully dry the sharp knives and pointed utensils one at a time.
26. Put them in the proper storage place.
27. Dry the silverware.
28. Put the clean, dry silverware in the silverware tray or drawer.
29. Dry the dish drainer with the dish towel.
30. Return the dish drainer to its usual storage place.
31. Pour the water from the draining board into the sink.
32. Dry the draining board with a dish towel.
33. Return the draining board to its usual storage place.
34. Pull the stopper and let the water drain out of the sink.
35. Rinse out the dishcloth.
36. Wring out the dishcloth.
37. Move the faucet and rinse out the dirty sink.
38. Turn the water off.
39. Hang the dishcloth and dish towel on the towel rack to dry.
40. Return the dish soap to its usual storage place.

Steps for Washing Dishes Using a Double Sink

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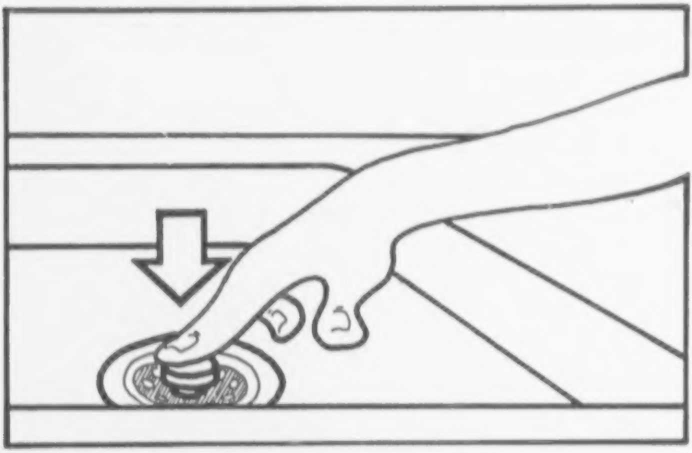

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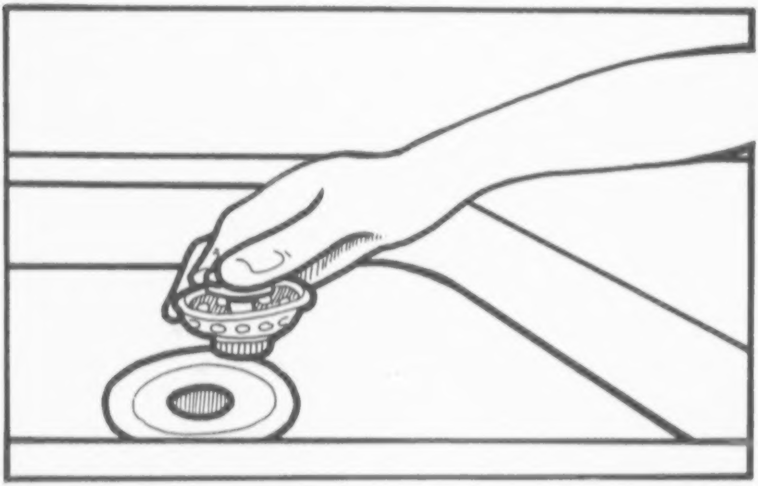

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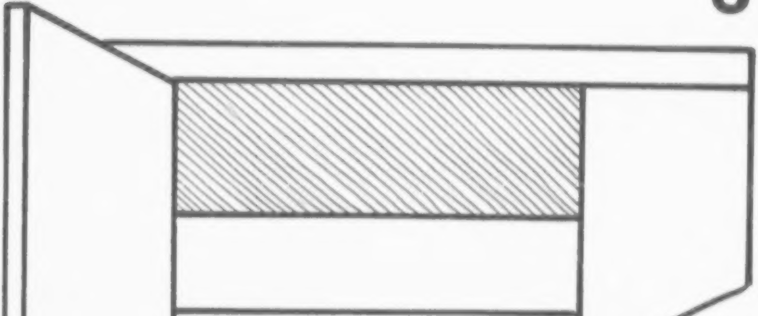
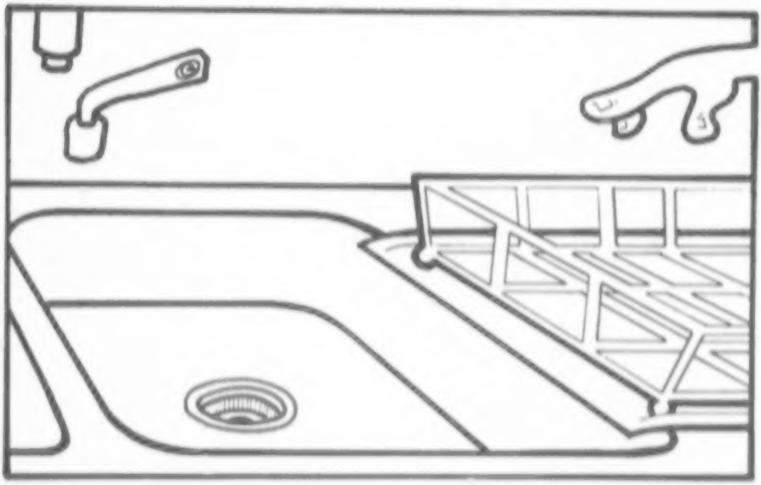


1. Place the stopper in the sink.

3. Get the dish drainer and draining board from the usual storage place.

2. Press the stopper to close the sink.

4



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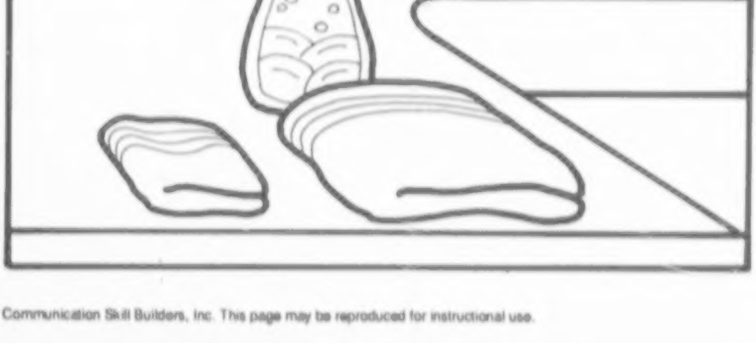

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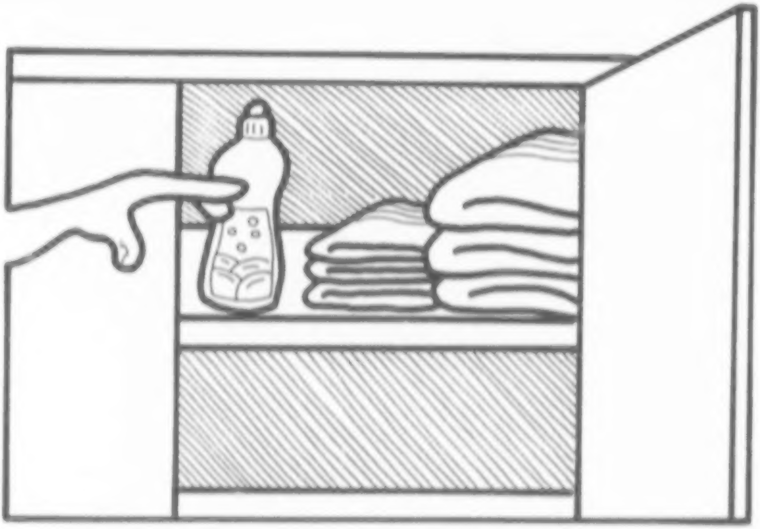

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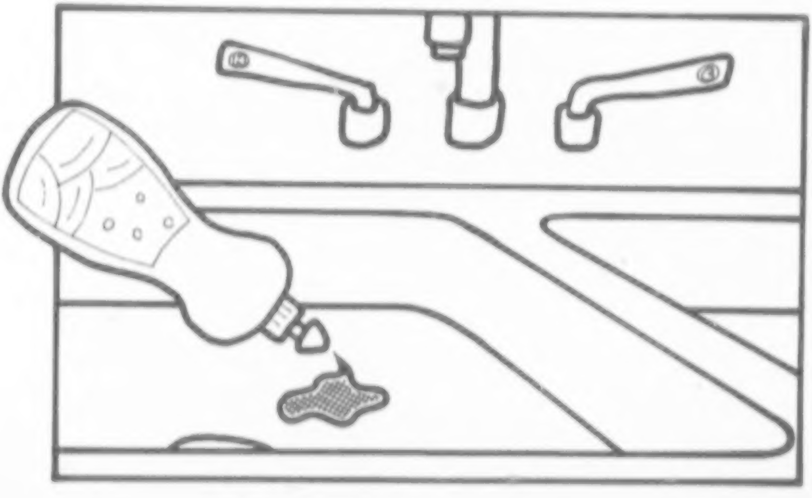

5. Get the dish soap, a dishcloth, and a dish towel.

7. Pour a small amount of dish soap into the sink.

4. Put them on the counter next to the sink.

6. Set the dishcloth and the dish towel on the counter.

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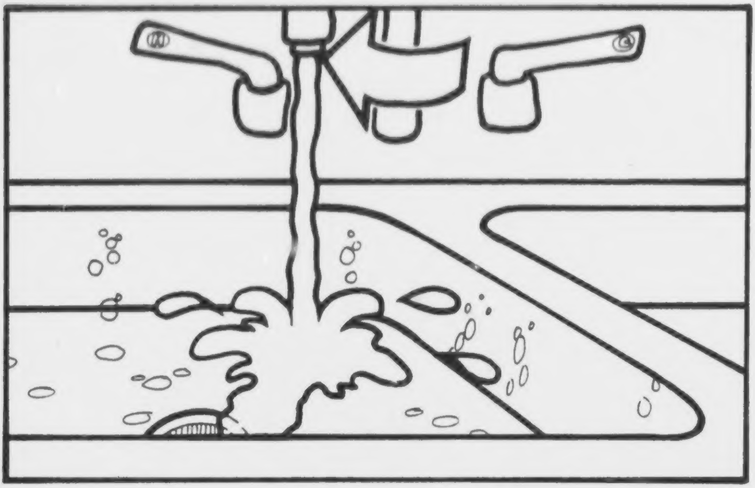

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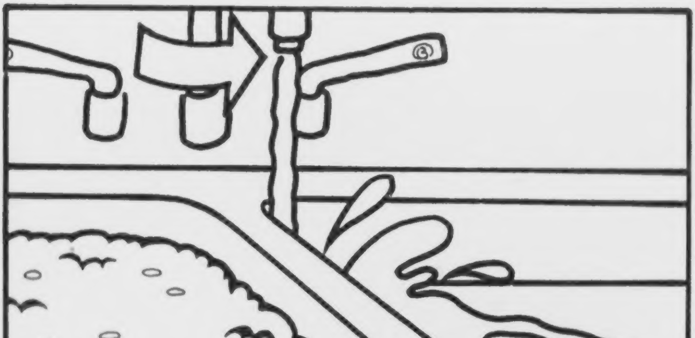

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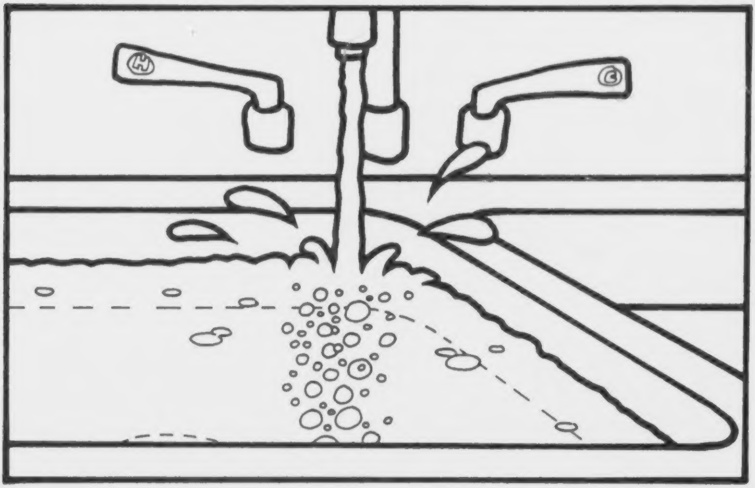

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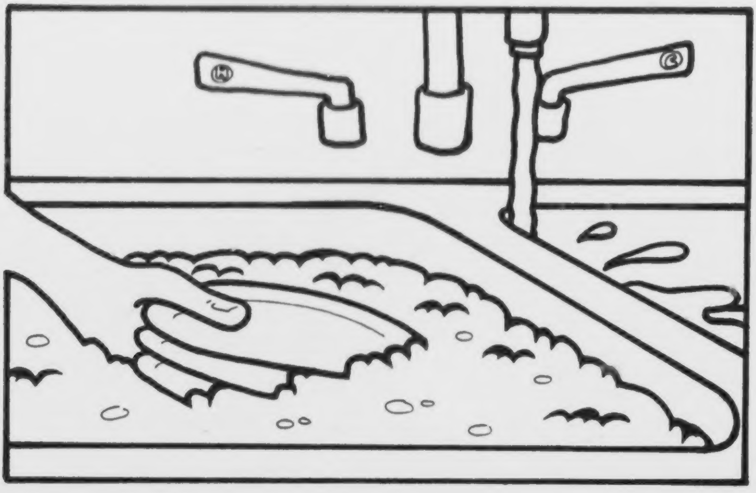

9. Fill the sink half full.

11. Carefully place a few dirty dishes in the sink with the soapy water.

8. Turn the cold and hot water on and adjust to warm.

10. Move the faucet so water will run into the other sink.

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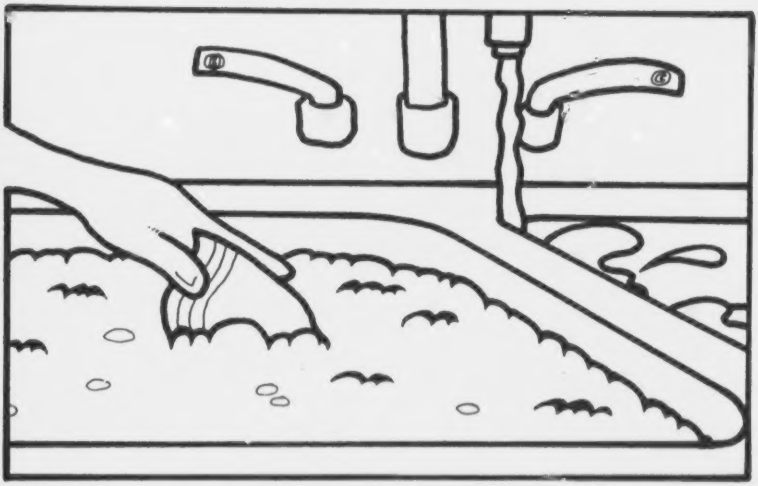

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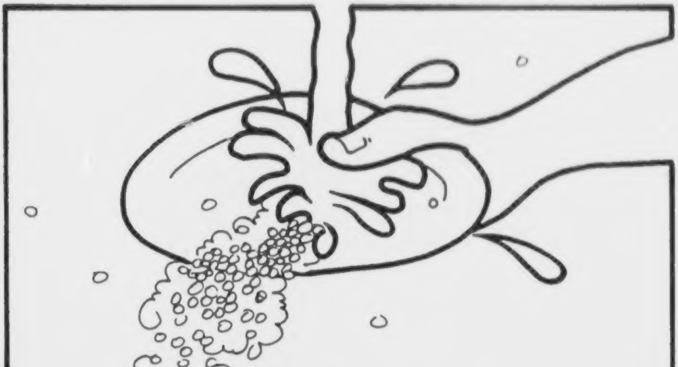

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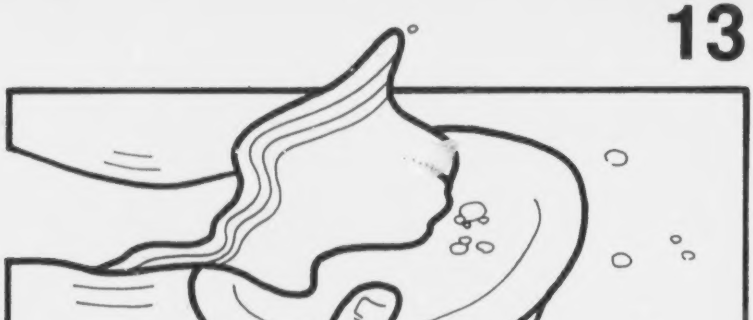

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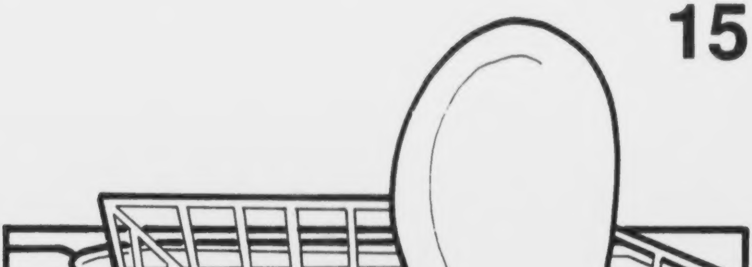

13. Wash the dishes with the dishcloth. Be sure to clean the inside, outside, front, back, top, and bottom of all the dishes.

15. Put the clean, rinsed dishes in the dish drainer.

12. Put the dishcloth in the water.

14. Rinse the soap off the clean dishes.

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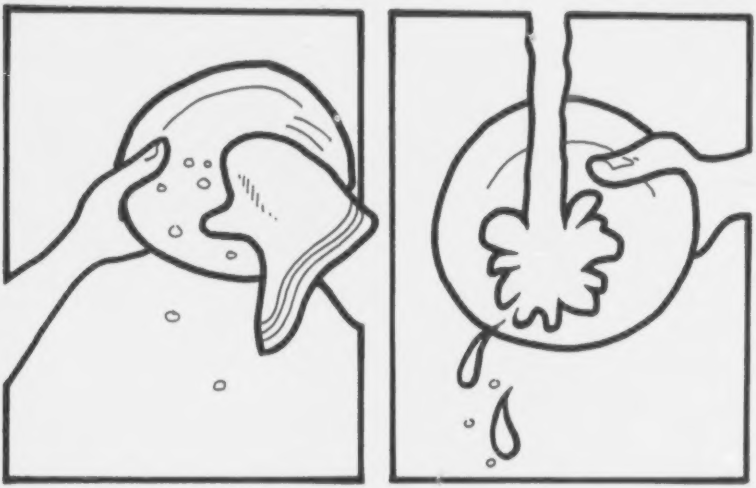

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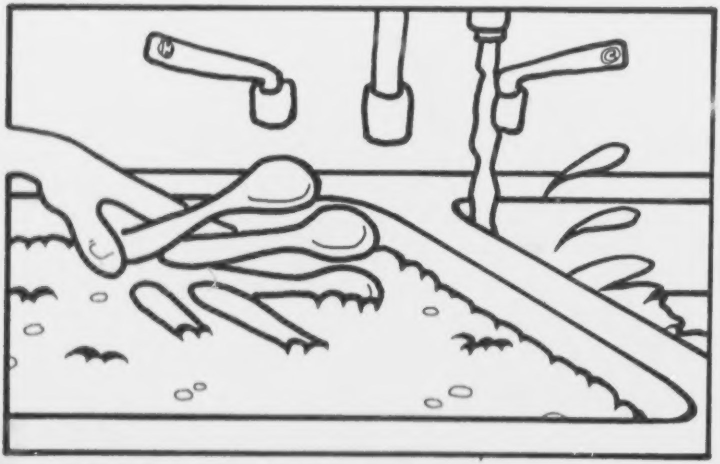

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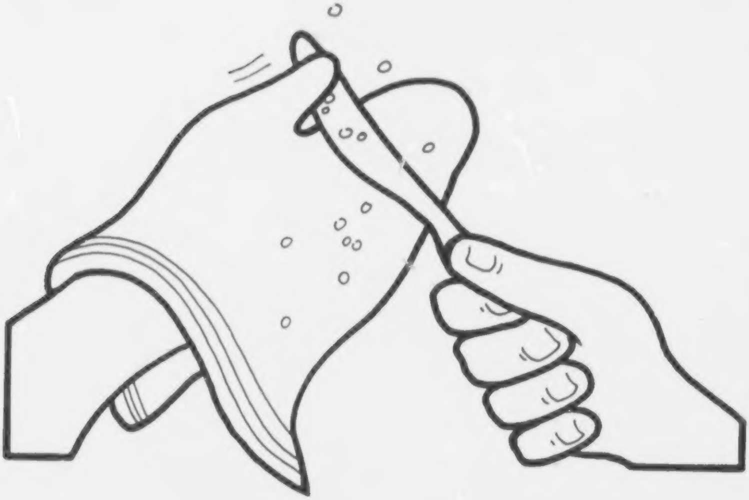

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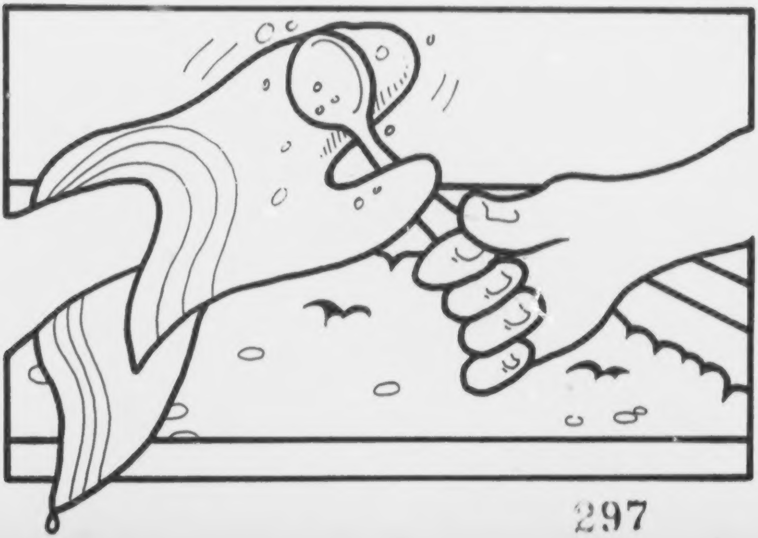

17. Carefully wash and rinse all sharp knives and pointed utensils one at a time, and place them next to the silverware cup.

19. Wash all silverware.

16. Continue washing and rinsing until all the dishes are clean and rinsed.

18. Place all other silverware in the dishwater.

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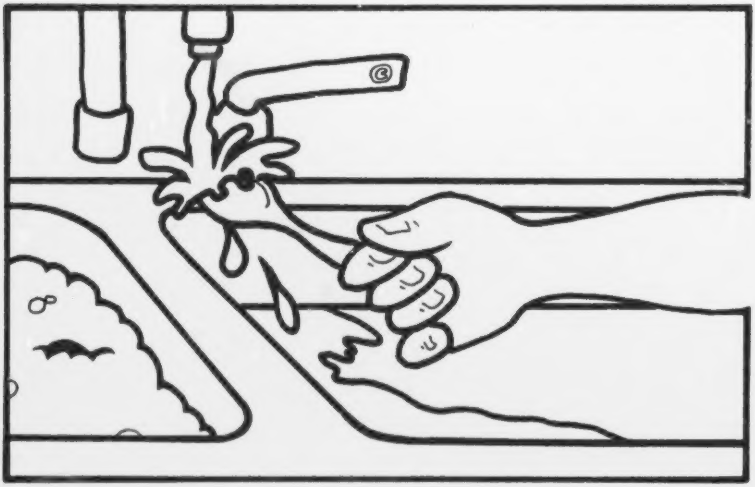

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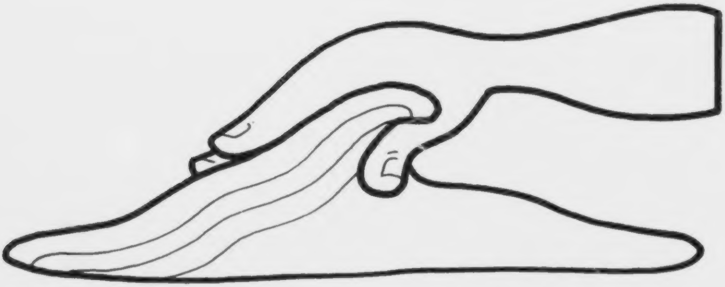

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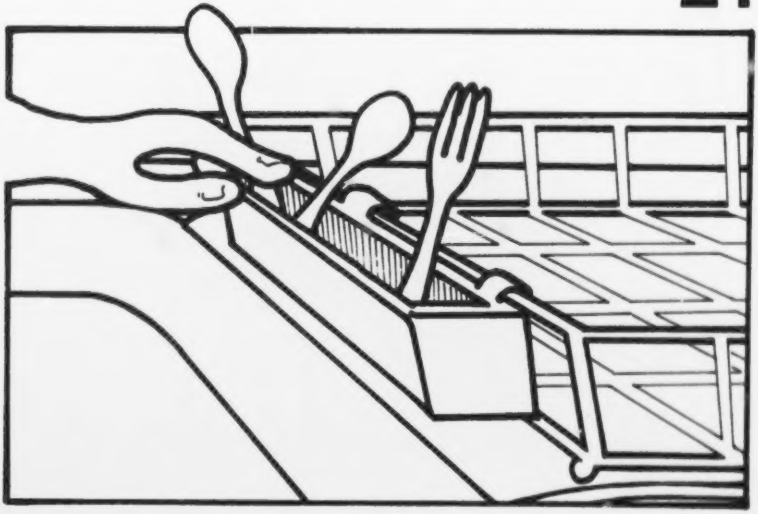

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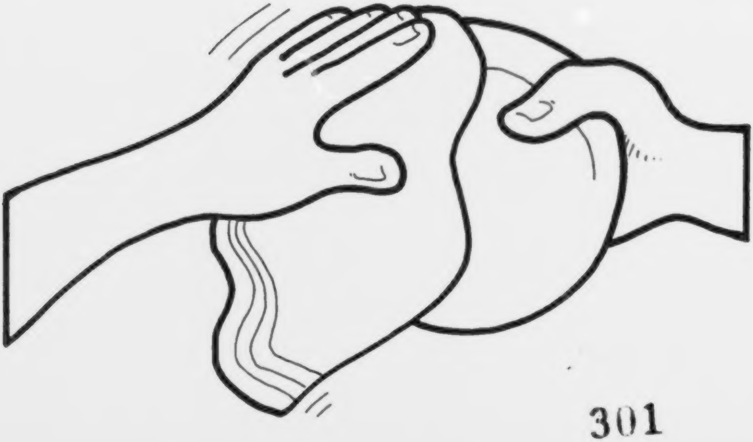

21. Place the clean, rinsed silverware in the silverware cup of the dish drainer.

23. Dry the dishes with the dish towel. Be sure to dry the inside, outside, front, back, top, and bottom of all the dishes.

20. Rinse the clean silverware.

22. Pick up the dish towel.

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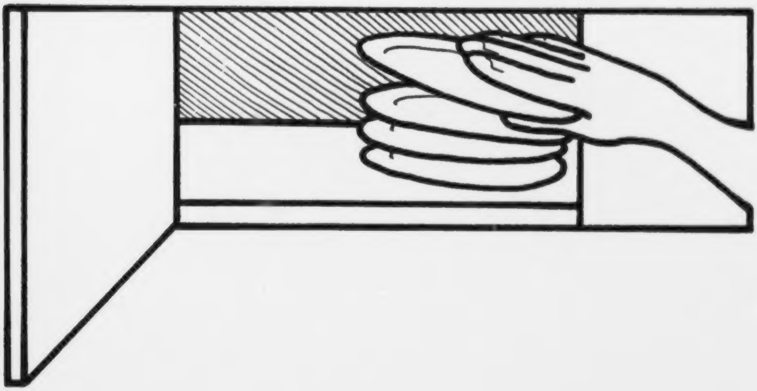

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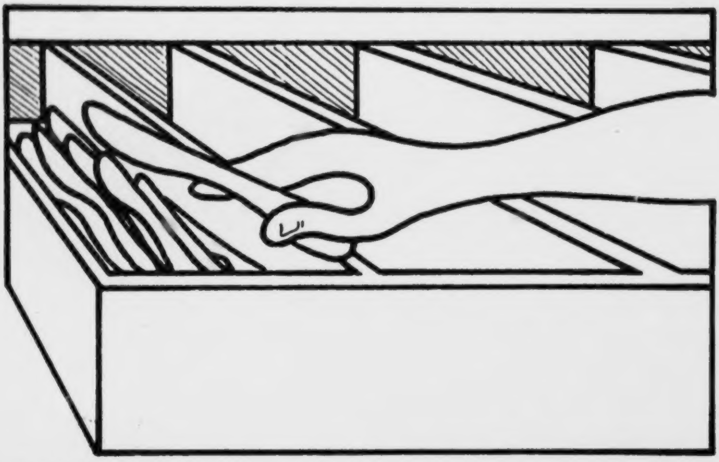

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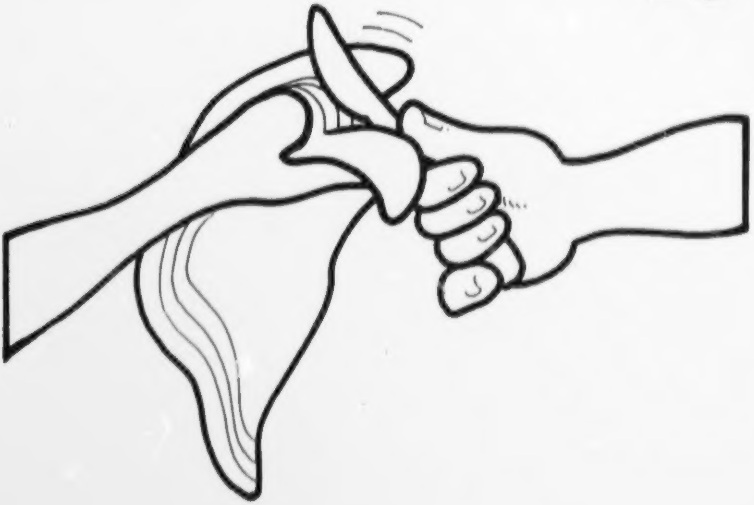

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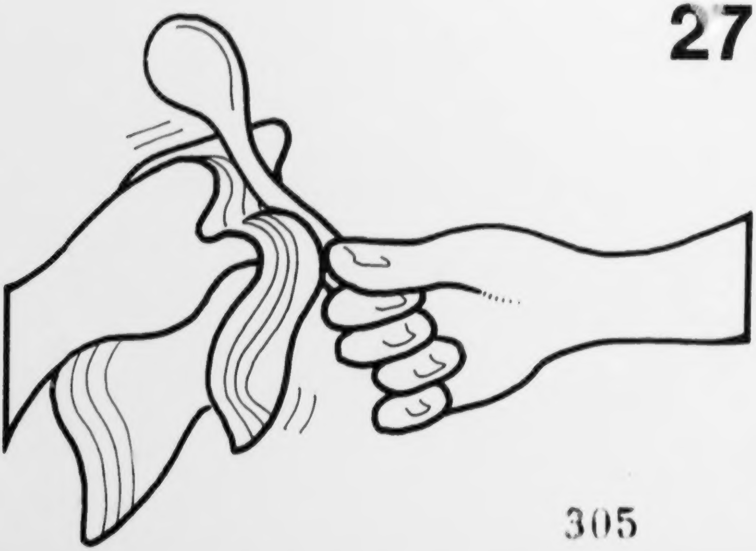

25. Carefully dry the sharp knives and pointed utensils one at a time.

27. Dry the silverware.

24. Put the clean, dry dishes in the cupboard.

26. Put them in the proper storage place.

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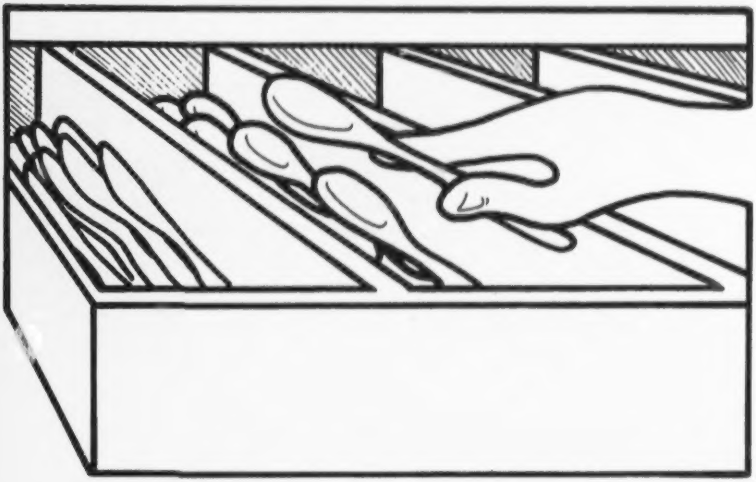

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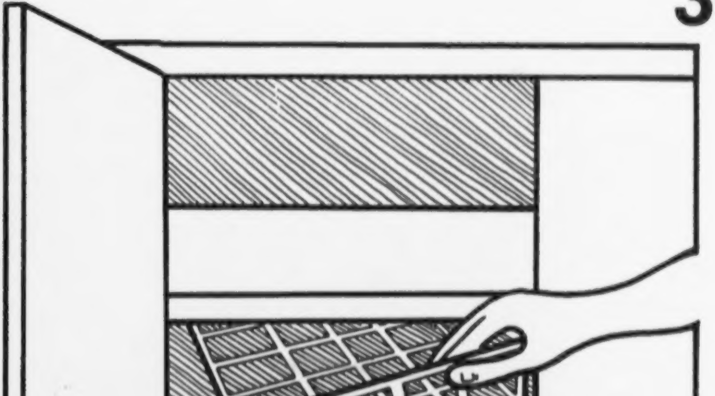

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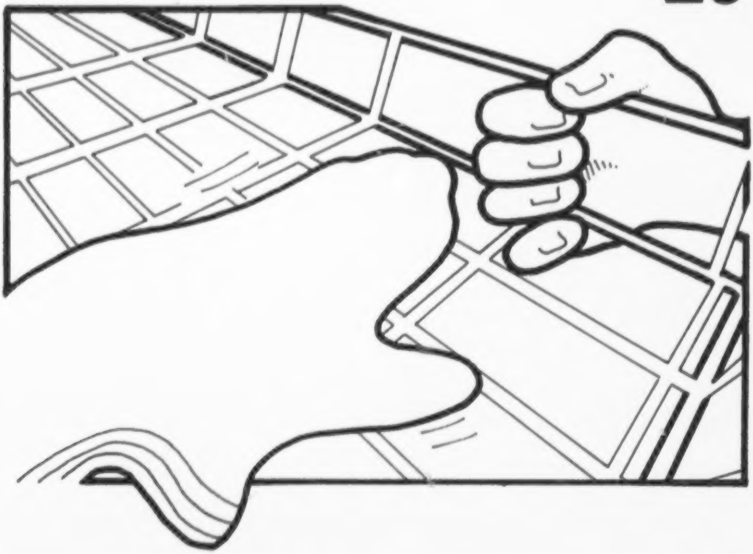

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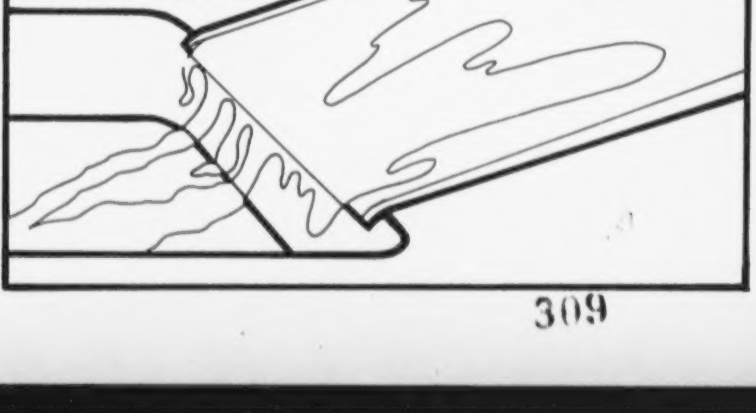

29. Dry the dish drainer with the dish towel.

31. Pour the water from the draining board into the sink.

28. Put the clean, dry silverware in the silverware tray or drawer.

30. Return the dish drainer to its usual storage place.

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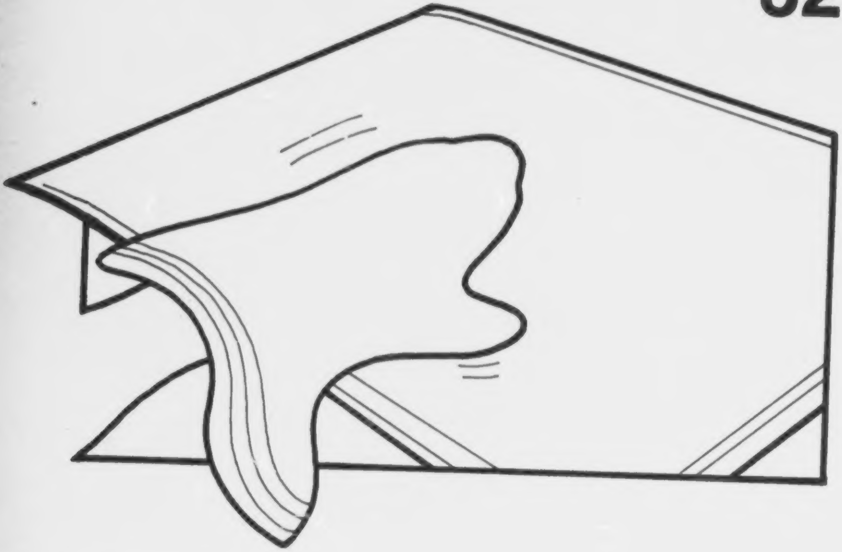

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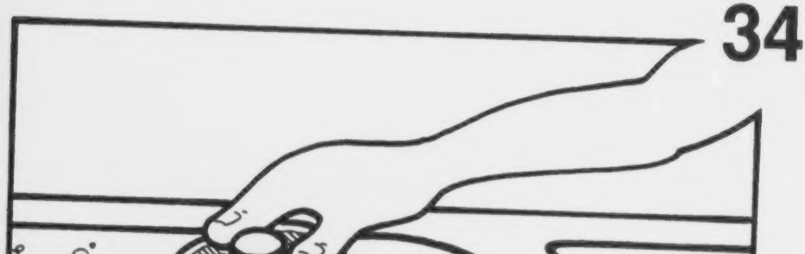

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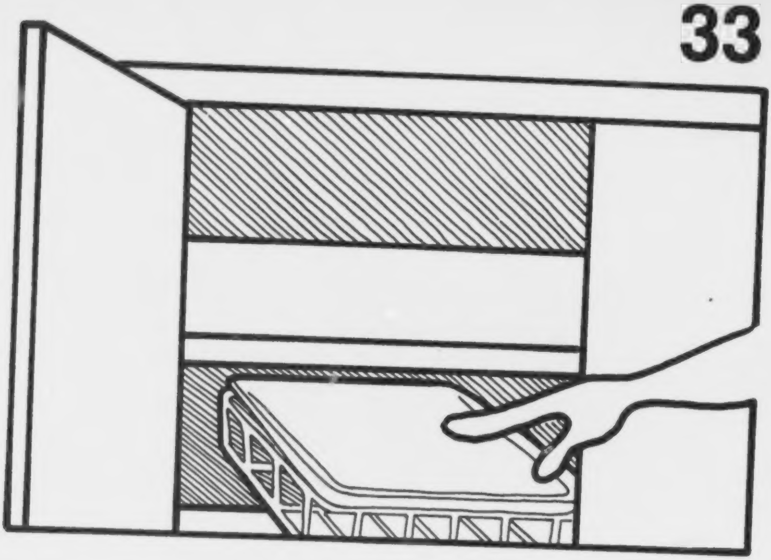

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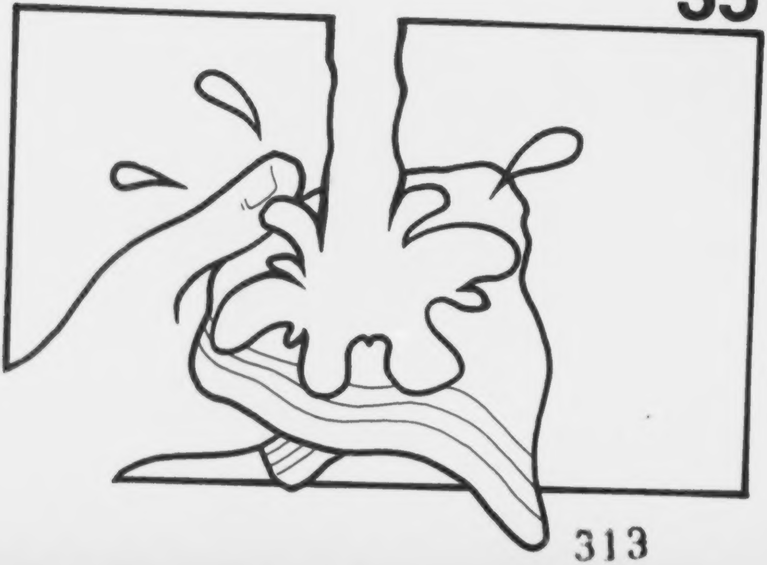

33. Return the draining board to its usual storage place.

35. Rinse out the dishcloth.

32. Dry the draining board with a dish towel.

34. Pull the stopper and let the water drain out of the sink.

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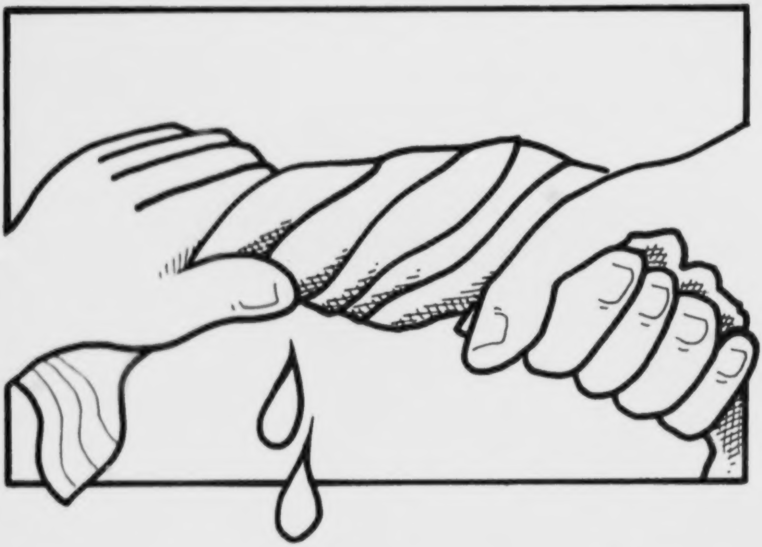

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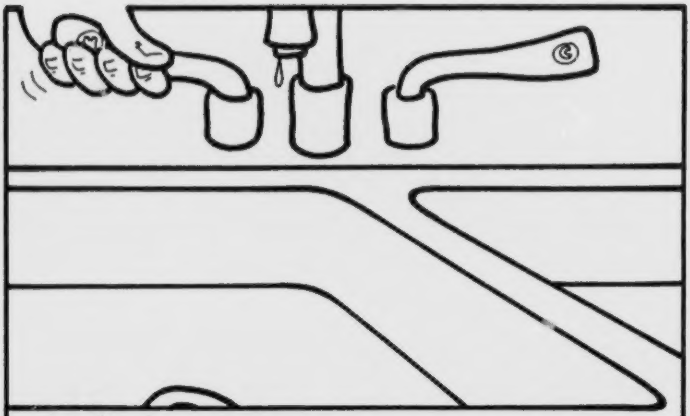

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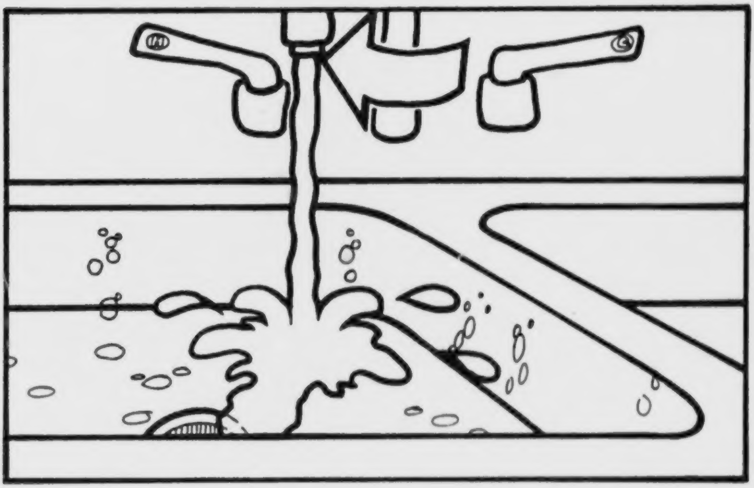

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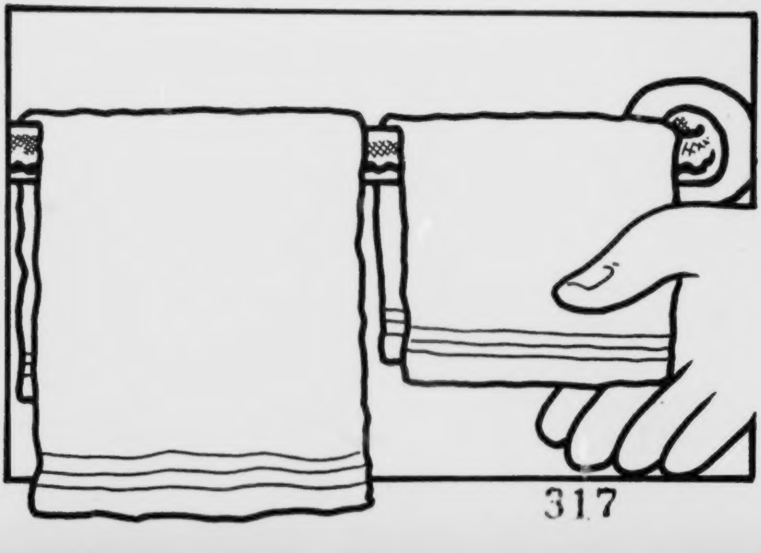

37. Move the faucet and rinse out the dirty sink.

39. Hang the dishcloth and dish towel on the towel rack to dry.

36. Wring out the dishcloth.

38. Turn the water off.

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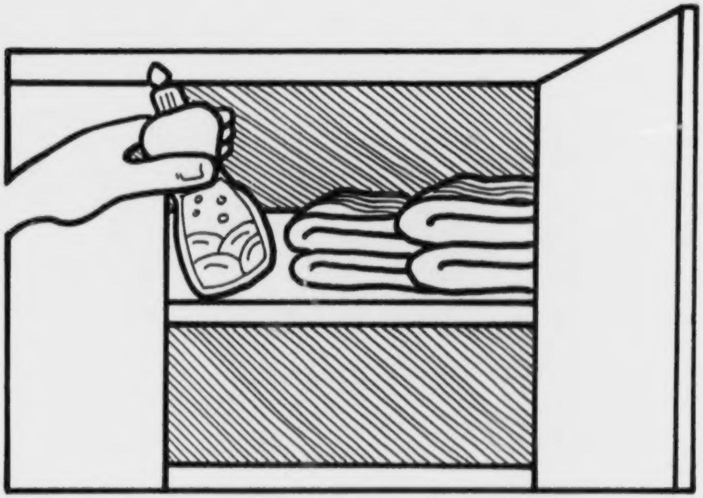


40. Return the dish soap to its usual storage place.

Steps for Washing Dishes Using a Dishwasher

1. Open the dishwasher door.
2. Pull out the top rack.
3. Load the top rack with small bowls, plates, cups, and glasses.
4. Push the top rack back inside the dishwasher.
5. Pull out the bottom rack.
6. Load the bottom rack with plates, large bowls, pots, and pans.
7. Load all the silverware and utensils in the silverware basket.
8. Push the bottom rack back inside the dishwasher.
9. Fill the detergent dispenser with dishwasher detergent.
10. Close the lid on the detergent dispenser.
11. Close and latch the dishwasher door.
12. Set the dishwasher dial or touch selector to the appropriate wash and dry setting.

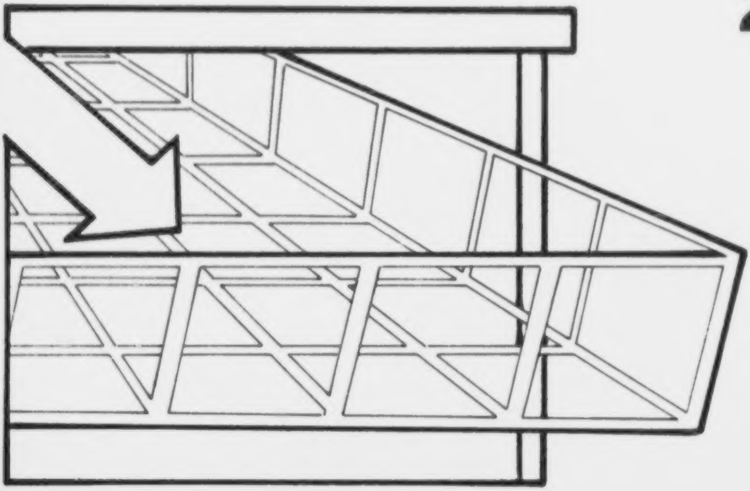
    Turn the dial to ________.

    OR

    Set the touch selector to ________.
13. When the dry cycle is completed, open the dishwasher door.
14. Pull out the racks.
15. Remove the dishes and place them in the appropriate cupboards and drawers.
16. Put the pots and pans in the proper storage place.
17. Put the silverware in the appropriate drawer or silverware tray.
18. Push the racks back inside the dishwasher.
19. Close the dishwasher door.

Steps for Washing Dishes Using a Dishwasher

2



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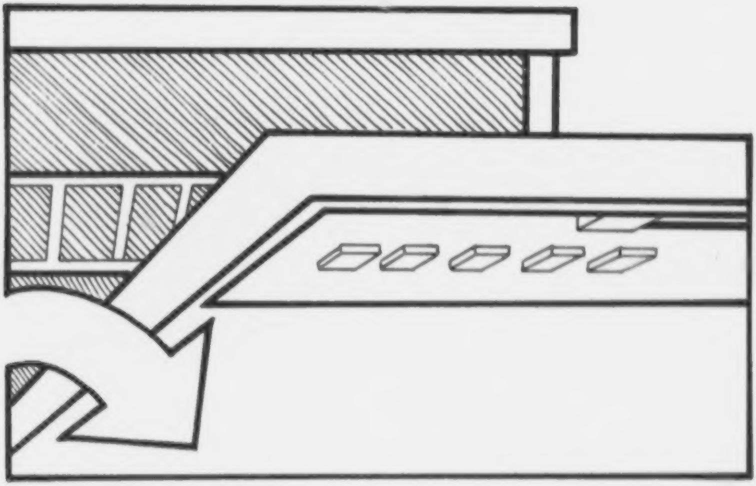

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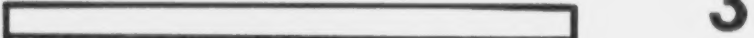
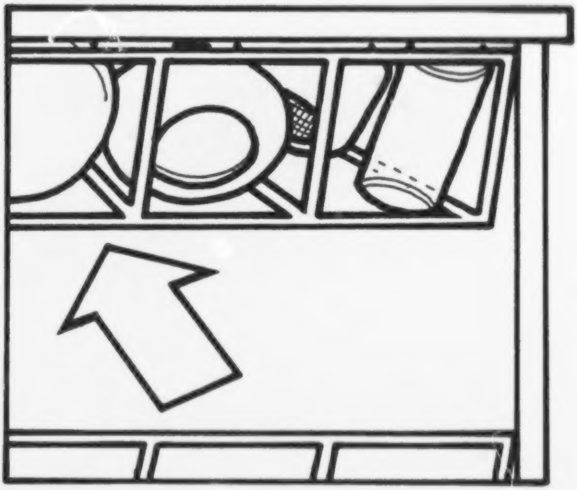


1. Open the dishwasher door.

3. Load the top rack with small bowls, plates, cups, and glasses.

2. Pull out the top rack.

4



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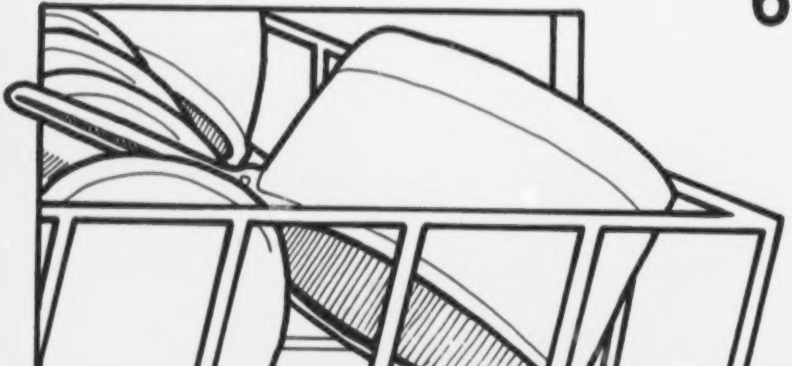

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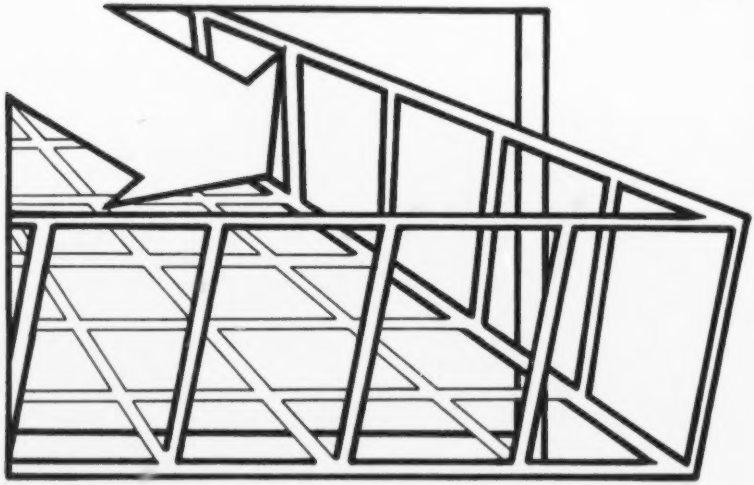

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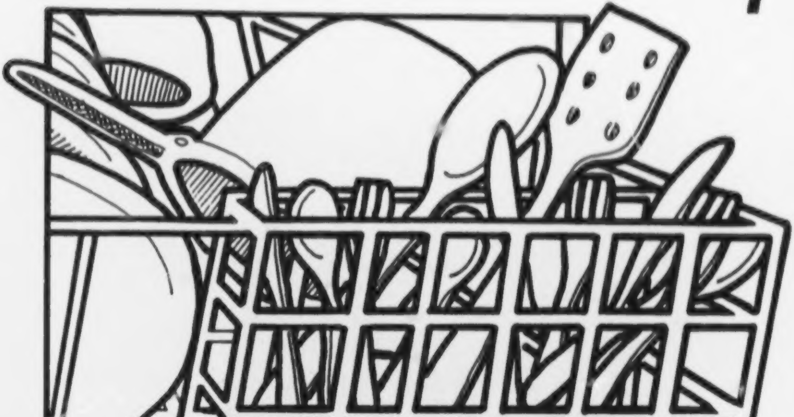


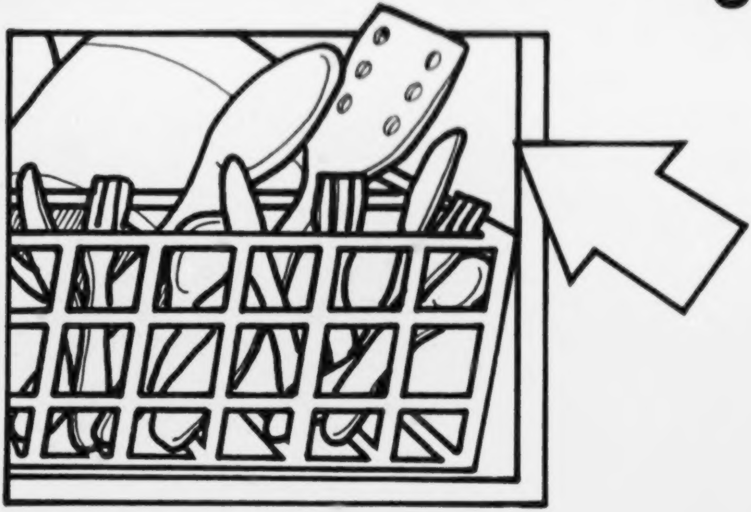
5. Pull out the bottom rack.

7. Load all the silverware and utensils in the silverware basket.

4. Push the top rack back inside the dishwasher.

6. Load the bottom rack with plates, large bowls, pots, and pans.

8



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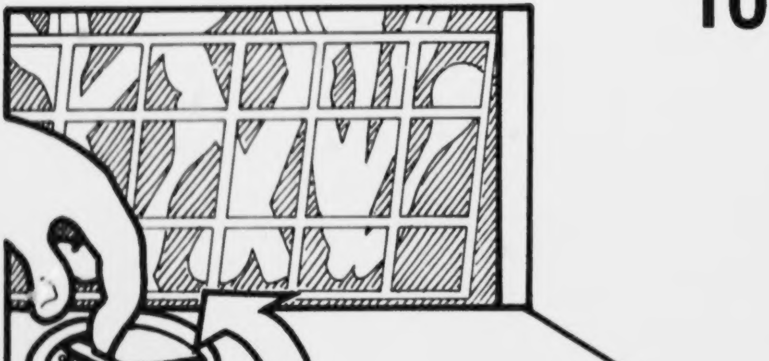

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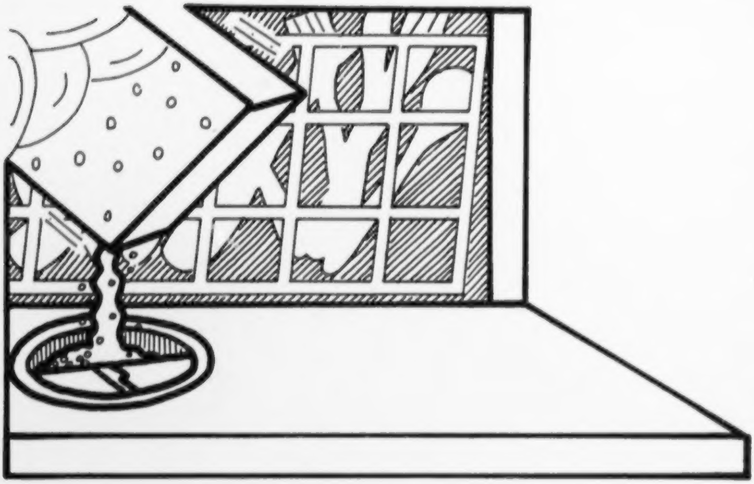

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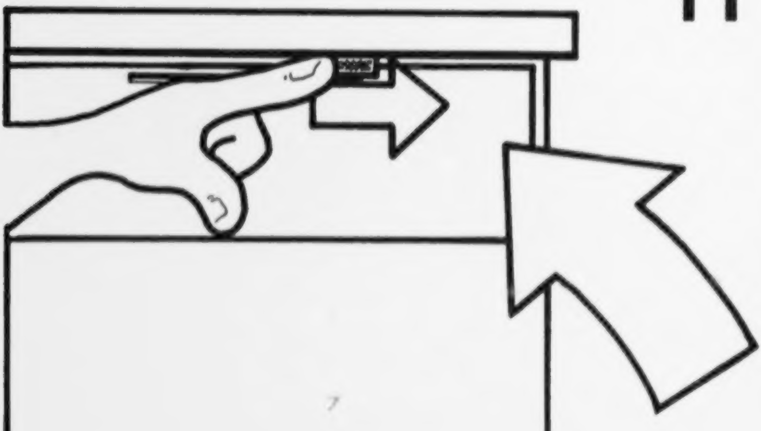


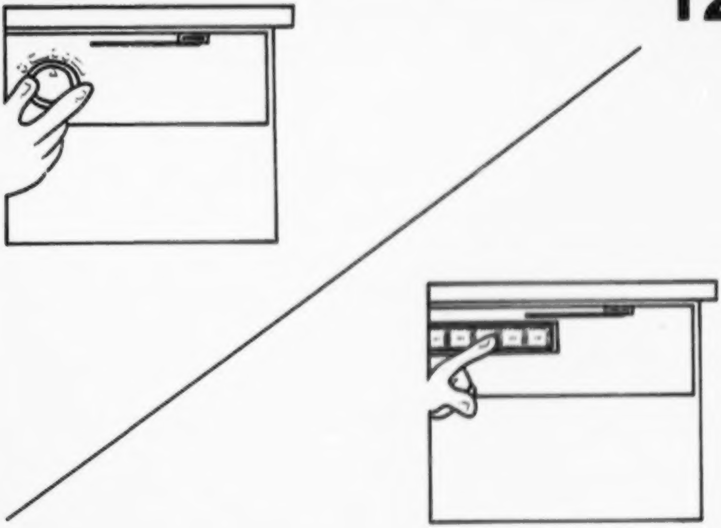
9. Fill the detergent dispenser with dishwasher detergent.

11. Close and latch the dishwasher door.

8. Push the bottom rack back inside the dishwasher.

10. Close the lid on the detergent dispenser.

12



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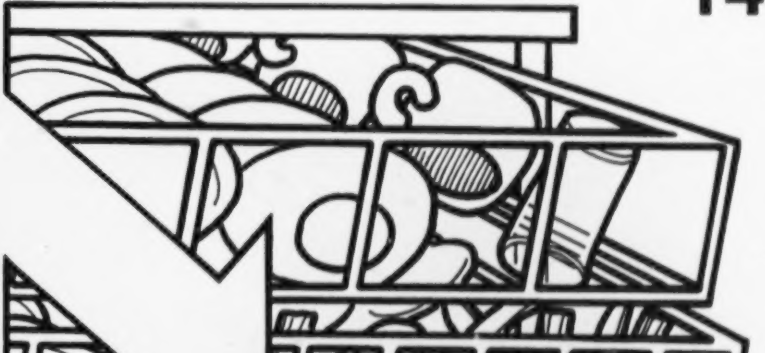

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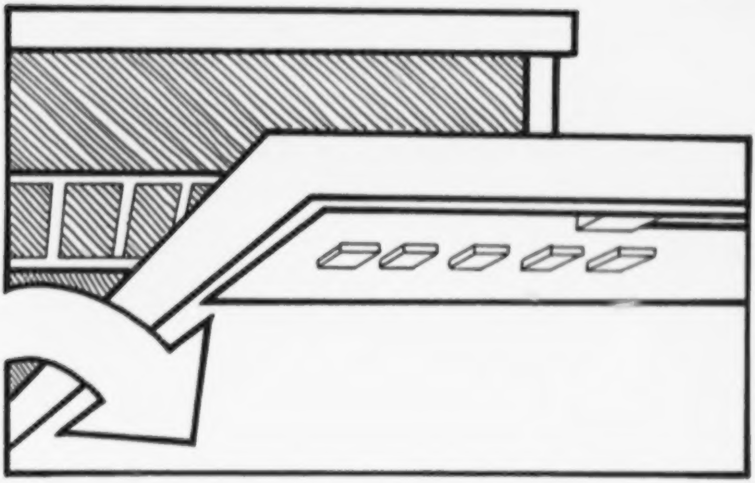

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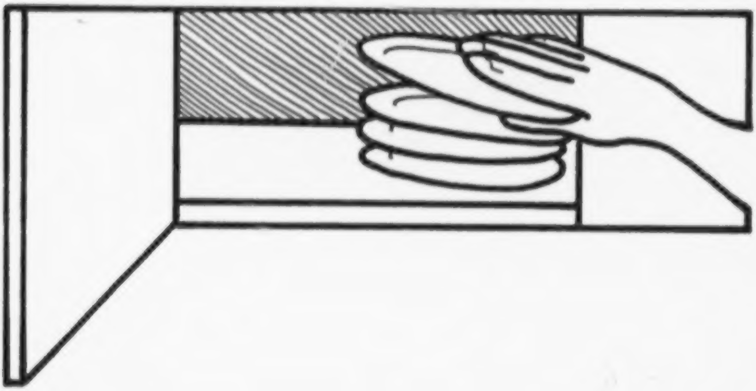


13. When the dry cycle is completed, open the dishwasher door.

15. Remove the dishes and place them in the appropriate cupboards and drawers.

12. Set the dishwasher dial or touch selector to the appropriate wash and dry setting.

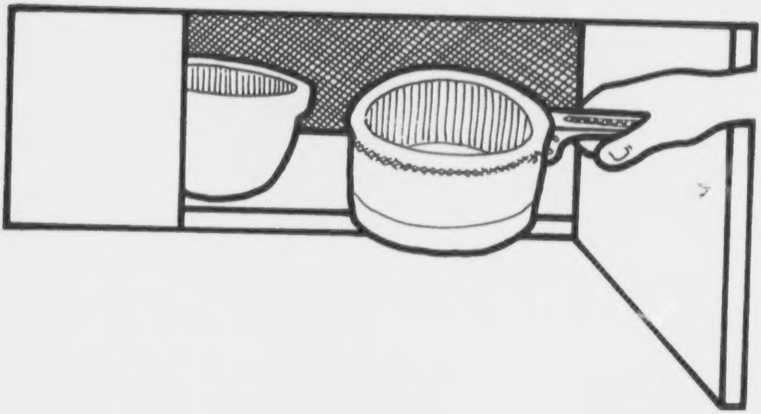
Turn the dial to ________ .

OR

Set the touch selector to ________ .

14. Pull out the racks.

16



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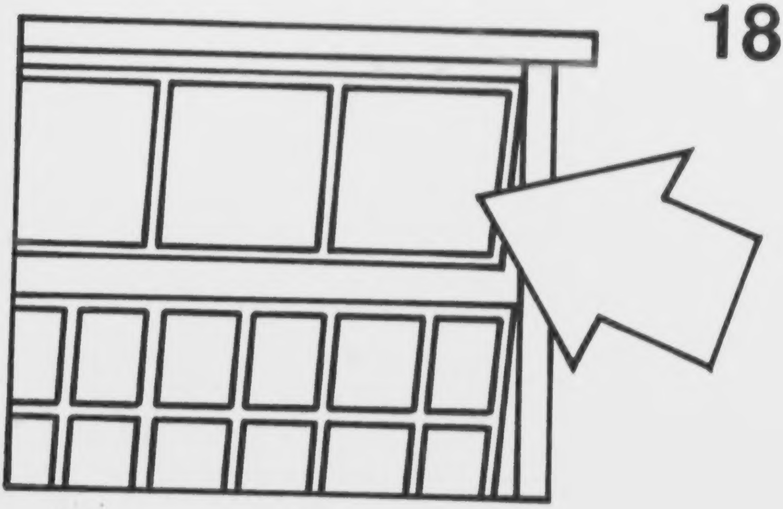

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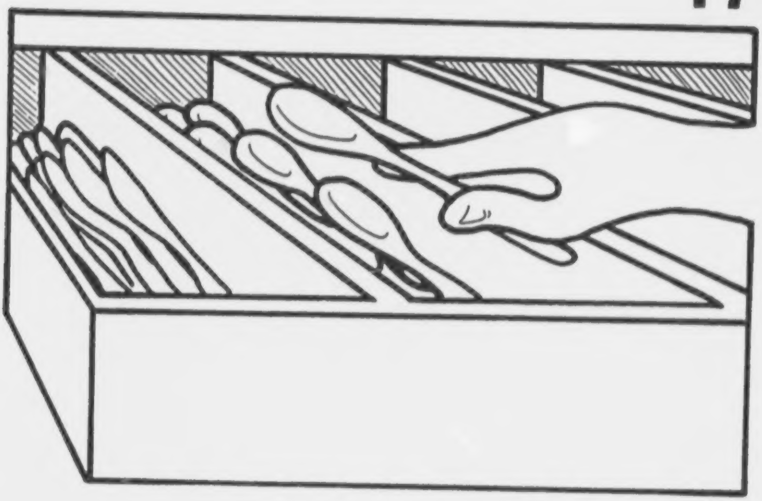

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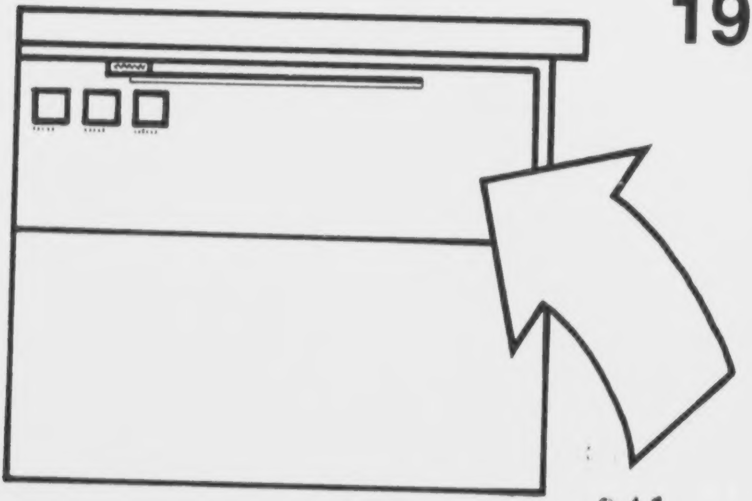


17. Put the silverware in the appropriate drawer or silverware tray.

19. Close the dishwasher door.

16. Put the pots and pans in the proper storage place.

18. Push the racks back inside the dishwasher.

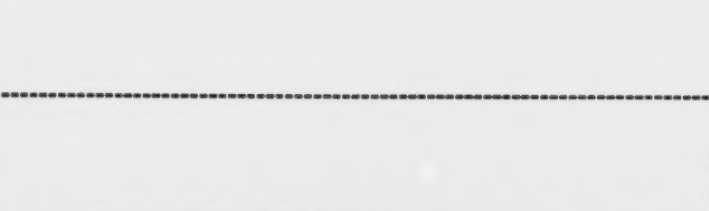
Steps for Washing Dishes Using a Dishpan

1. Get the dishpan from the usual storage place.
2. Put the dishpan in the sink.
3. Get the dish drainer and draining board from the usual storage place.
4. Put them on the counter next to the sink.
5. Get the dish soap, a dishcloth, and a dish towel.
6. Set the dishcloth and the dish towel on the counter.
7. Pour a small amount of dish soap into the dishpan.
8. Turn the cold and hot water on and adjust to warm.
9. Fill the dishpan to the line. (Mark a line on the inside of the dishpan at about the 3/4 point. Use a waterproof marker.)
10. Move the faucet so the water will not run into the dishpan.
11. Carefully place a few dirty dishes in the dishpan.
12. Put the dishcloth in the water.
13. Wash the dishes with the dishcloth. Be sure to clean the inside, outside, front, back, top, and bottom of all the dishes.
14. Rinse the soap off the clean dishes.
15. Put the clean, rinsed dishes in the dish drainer.
16. Continue washing and rinsing until all the dishes are clean.
17. Carefully wash and rinse all sharp knives and pointed utensils one at a time, and place them next to the silverware cup.
18. Place all other silverware in the dishwater.
19. Wash all the silverware.
20. Rinse the clean silverware. Turn off the water.
21. Place clean, rinsed silverware in the silverware cup of the dish drainer.
22. Pick up the dish towel.
23. Dry the dishes with the dish towel. Be sure to dry the inside, outside, front, back, top, and bottom of all the dishes.

24. Put the clean, dry dishes in the cupboard.
25. Carefully dry the sharp knives and pointed utensils one at a time.
26. Put them in the proper storage place.
27. Dry the silverware.
28. Put the clean, dry silverware in the silverware tray or drawer.
29. Dry the dish drainer with the dish towel.
30. Return the dish drainer to its usual storage place.
31. Pour the water from the draining board into the sink.
32. Dry the draining board with the dish towel.
33. Return the draining board to the usual storage place.
34. Pour the dishwater out of the dishpan into the sink. Turn on the water.
35. Rinse the dishpan with clean water.
36. Dry the dishpan with the dish towel.
37. Return the dishpan to the usual storage place.
38. Rinse the dishcloth.
39. Wring out the dishcloth.
40. Turn off the water.
41. Hang the dishcloth and dish towel on the towel rack to dry.
42. Return the dish soap to the usual storage place.

Steps for Washing Dishes Using a Dishpan

2



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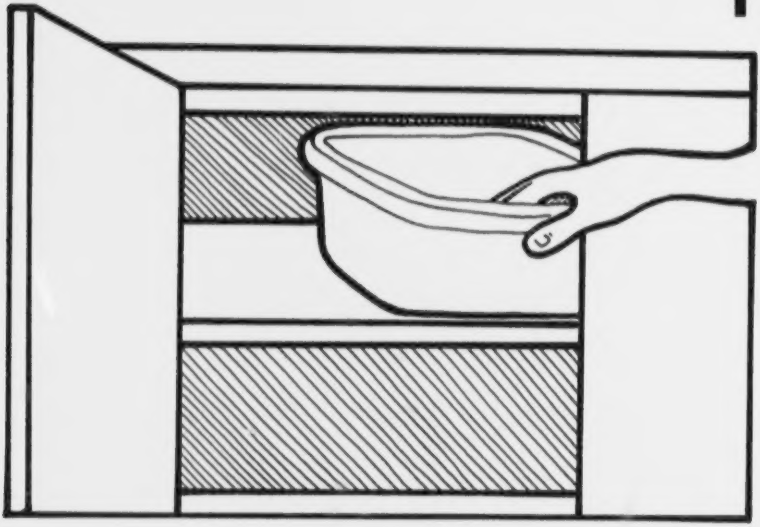

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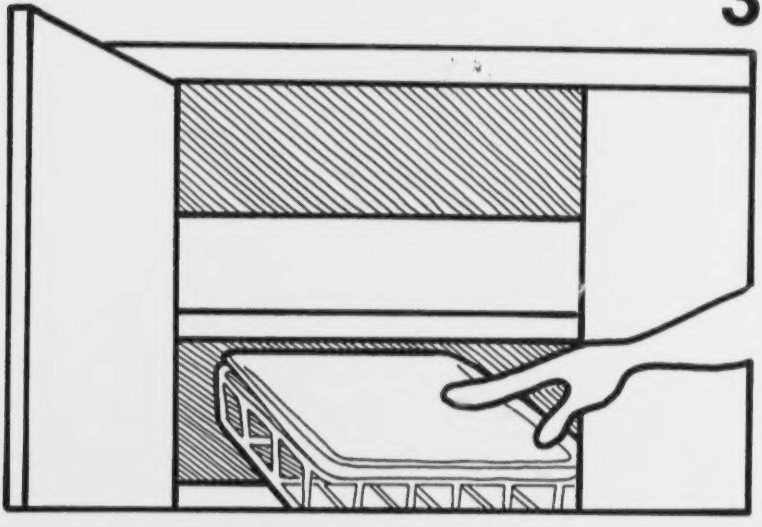
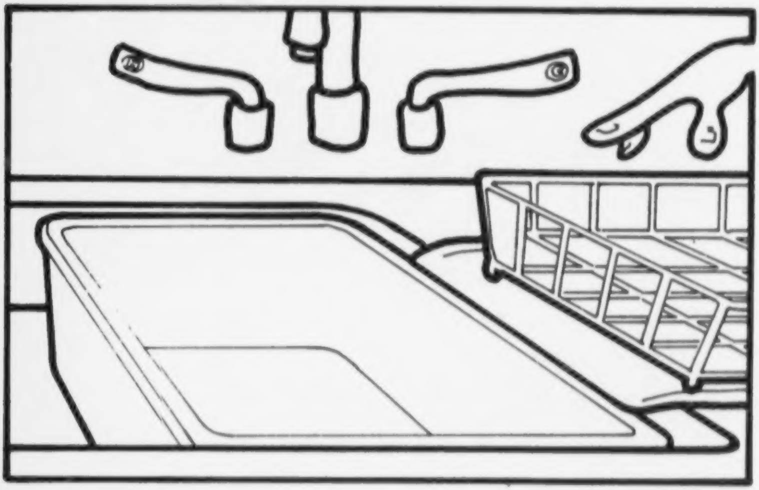


1. Get the dishpan from the usual storage place.

3. Get the dish drainer and draining board from the usual storage place.

2. Put the dishpan in the sink.

4



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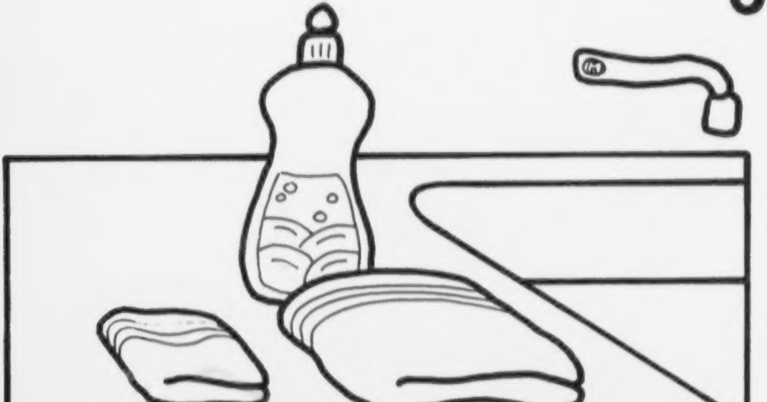

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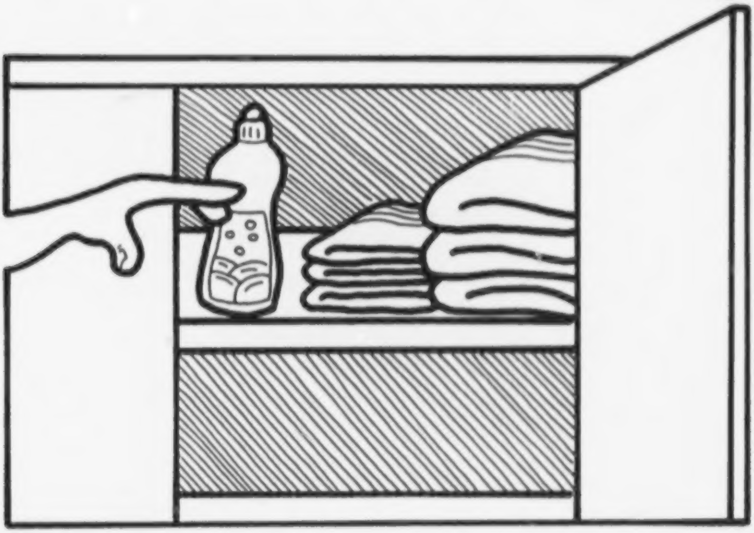

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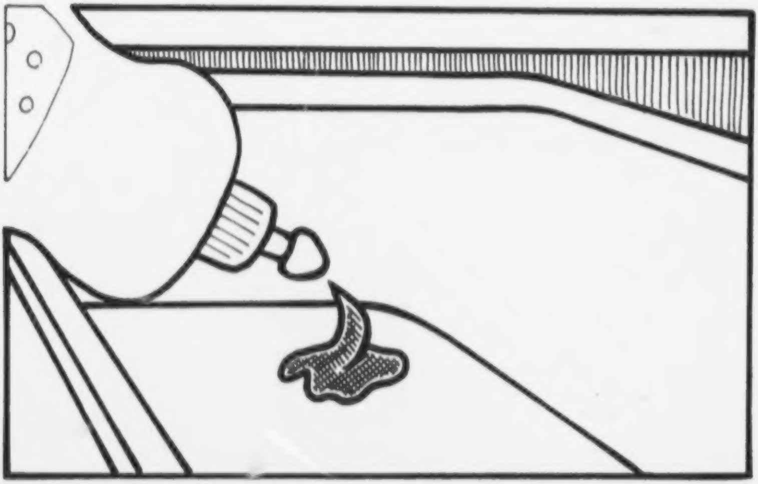


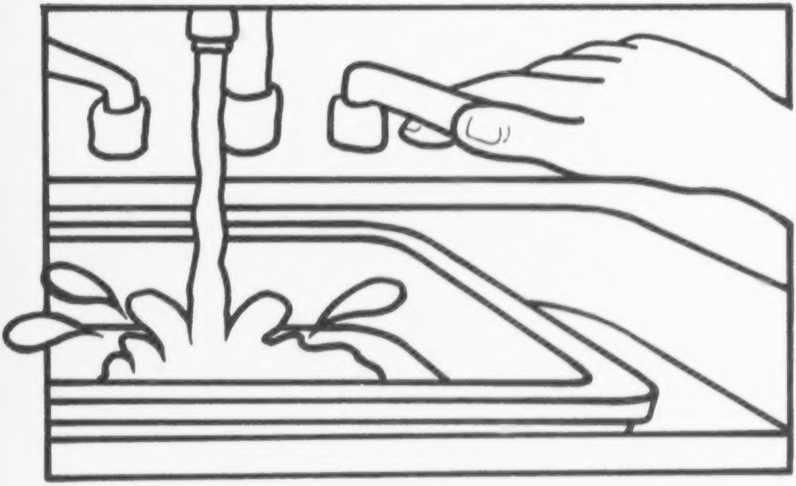
5. Get the dish soap, a dishcloth, and a dish towel.

7. Pour a small amount of dish soap into the dishpan.

4. Put them on the counter next to the sink.

6. Set the dishcloth and the dish towel on the counter.

8



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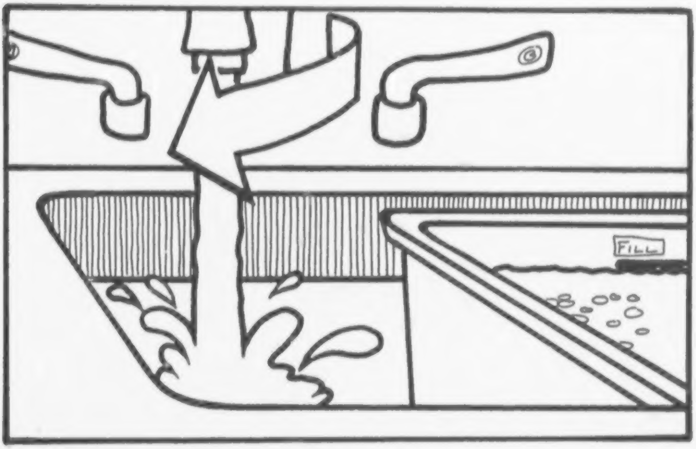

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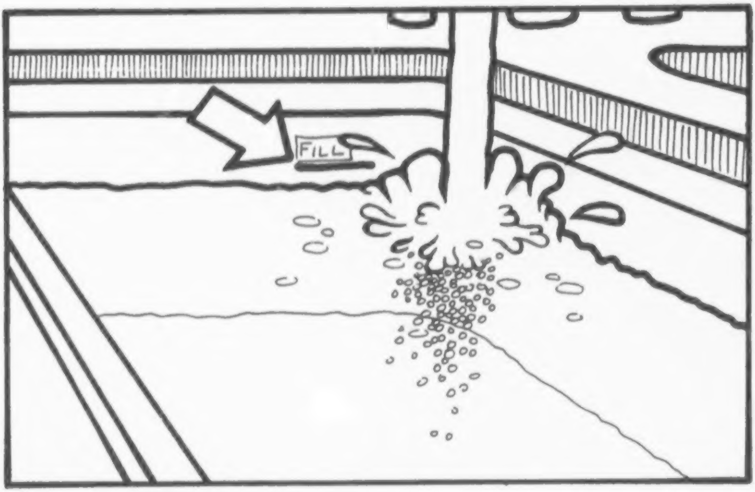

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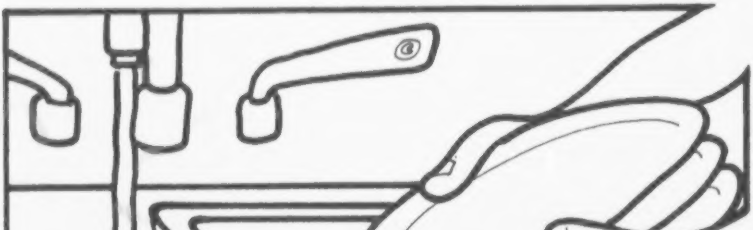


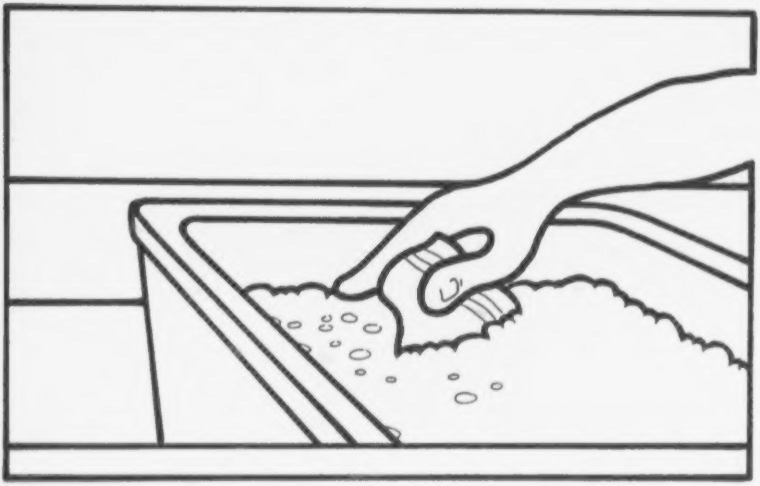
9. Fill the dishpan to the line.

11. Carefully place a few dirty dishes in the dishpan.

8. Turn the cold and hot water on and adjust to warm.

10. Move the faucet so the water will not run into the dishpan.

12



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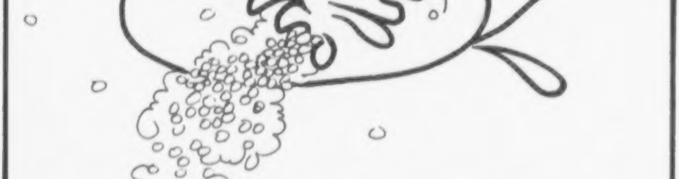

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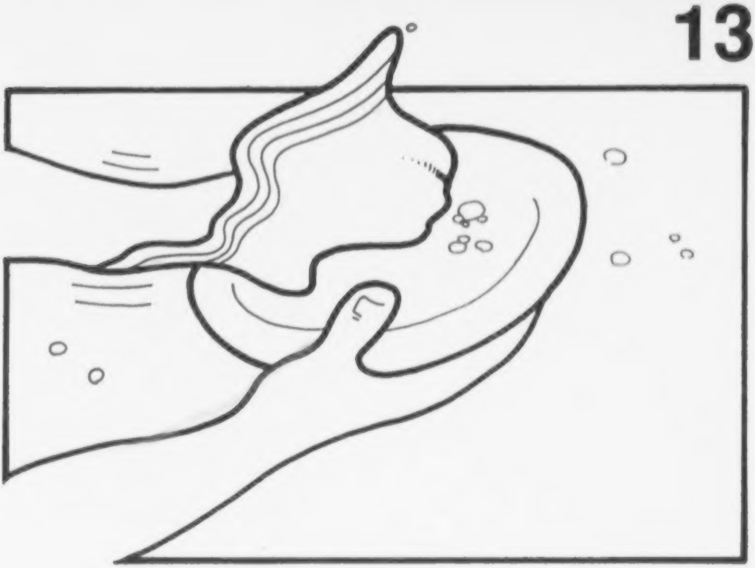

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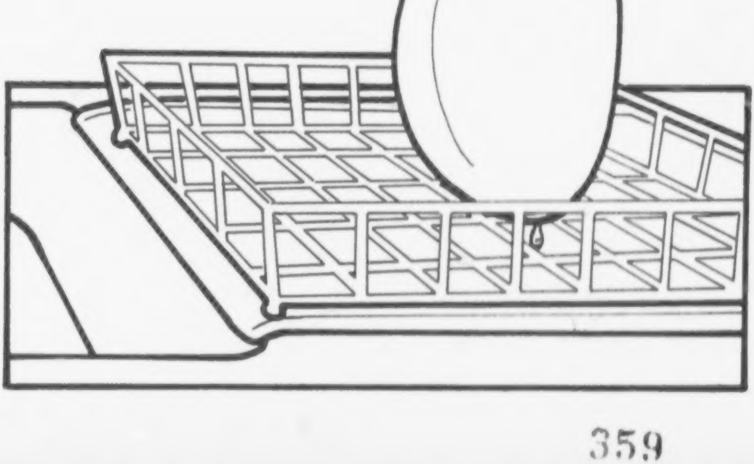


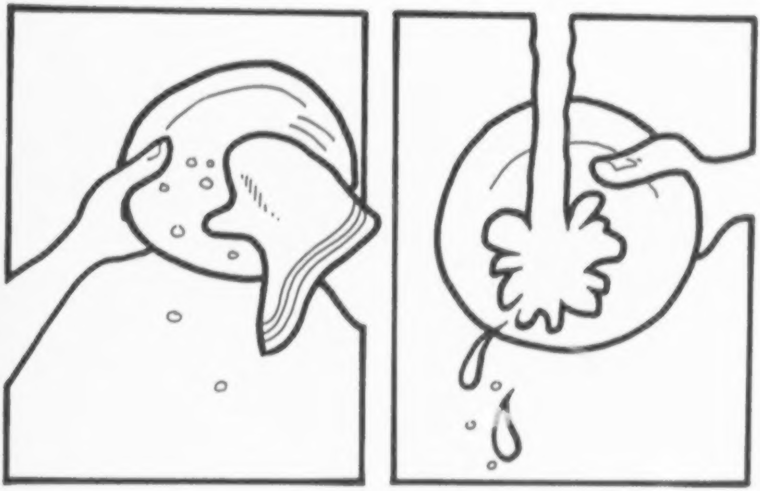
13. Wash the dishes with the dishcloth. Be sure to clean the inside, outside, front, back, top, and bottom of all the dishes.

15. Put the clean, rinsed dishes in the dish drainer.

12. Put the dishcloth in the water.

14. Rinse the soap off the clean dishes.

16



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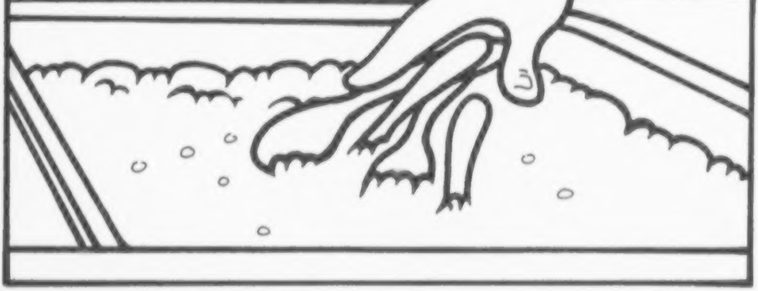

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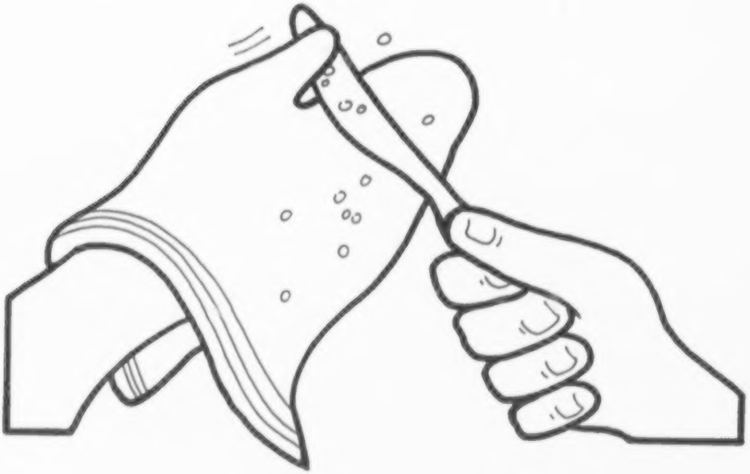

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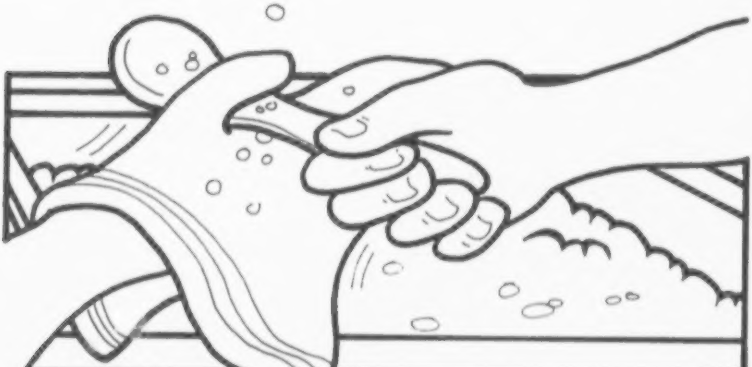


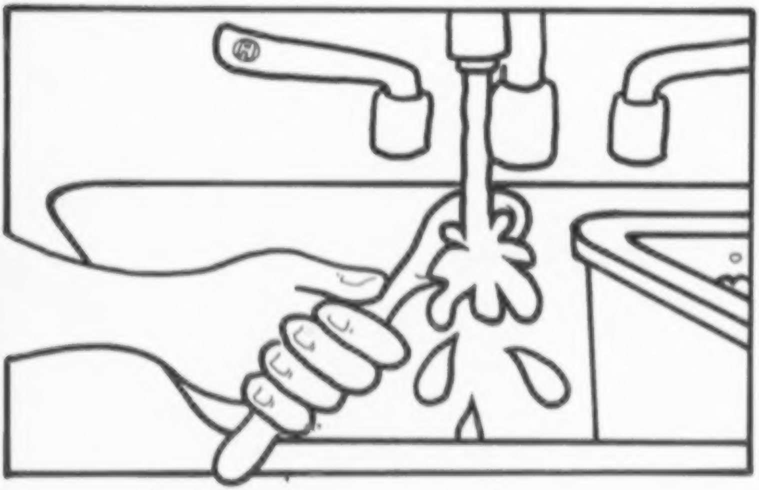
17. Carefully wash and rinse all sharp knives and pointed utensils one at a time, and place them next to the silverware cup.

19. Wash all the silverware.

16. Continue washing and rinsing until all the dishes are clean.

18. Place all other silverware in the dishwater.

20



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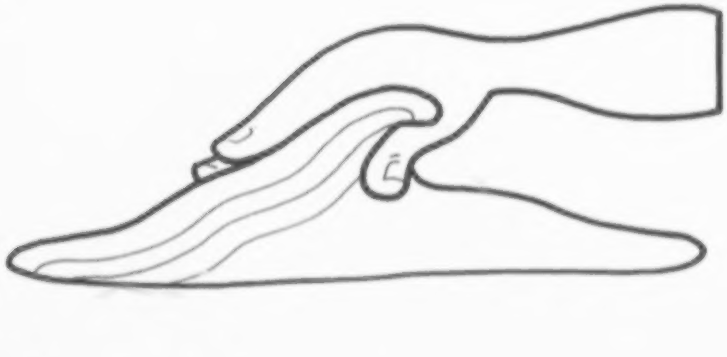

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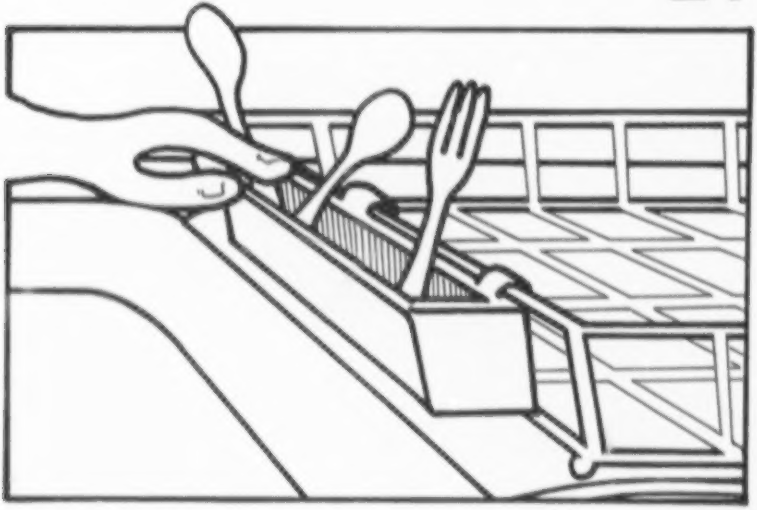

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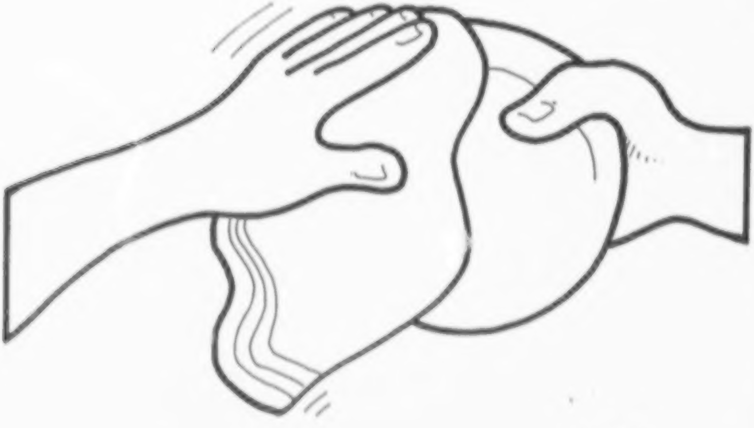


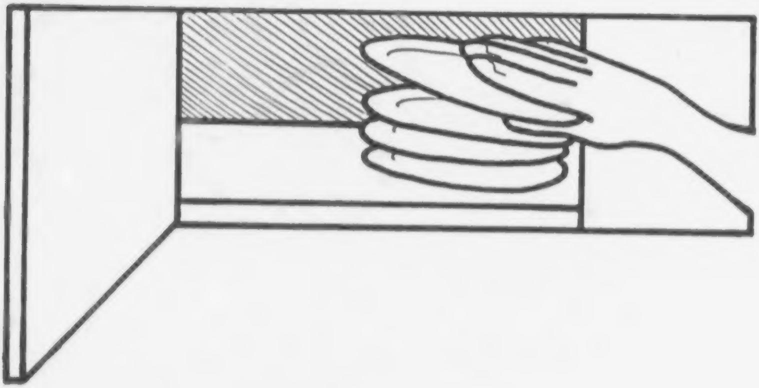
21. Place clean, rinsed silverware in the silverware cup of the dish drainer.

23. Dry the dishes with the dish towel. Be sure to dry the inside, outside, front, back, top, and bottom of all the dishes.

20. Rinse the clean silverware. Turn off the water.

22. Pick up the dish towel.

24



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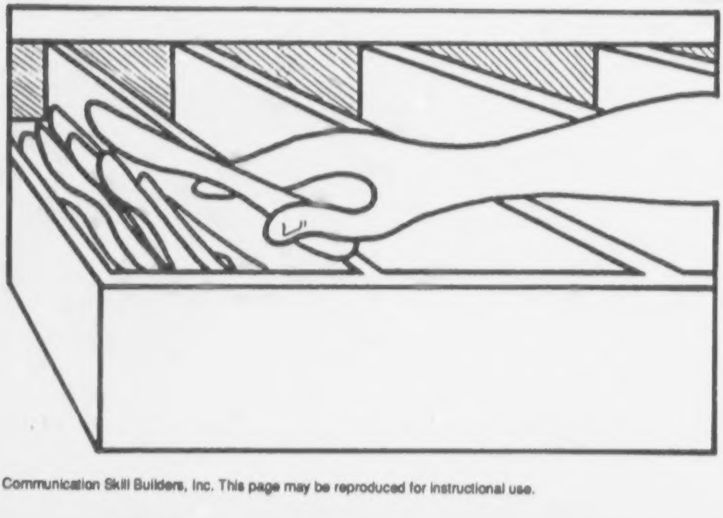

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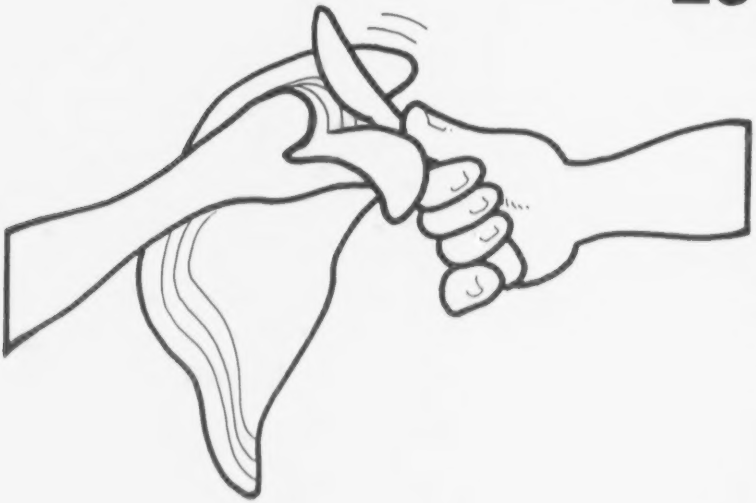

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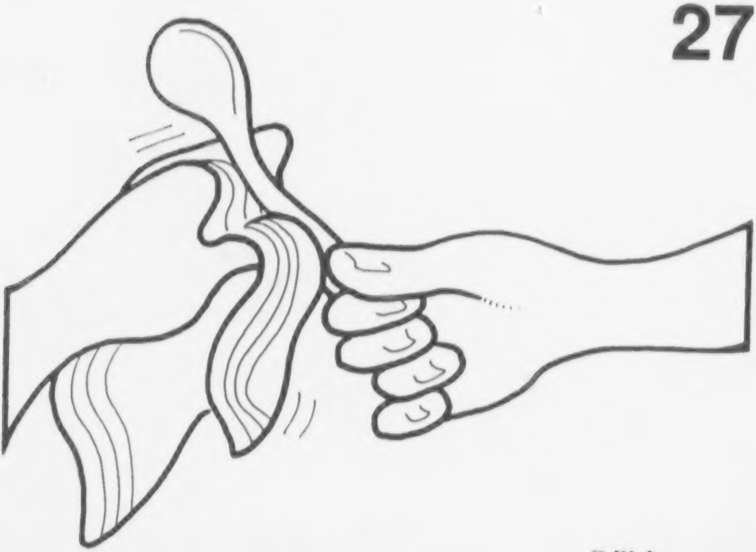


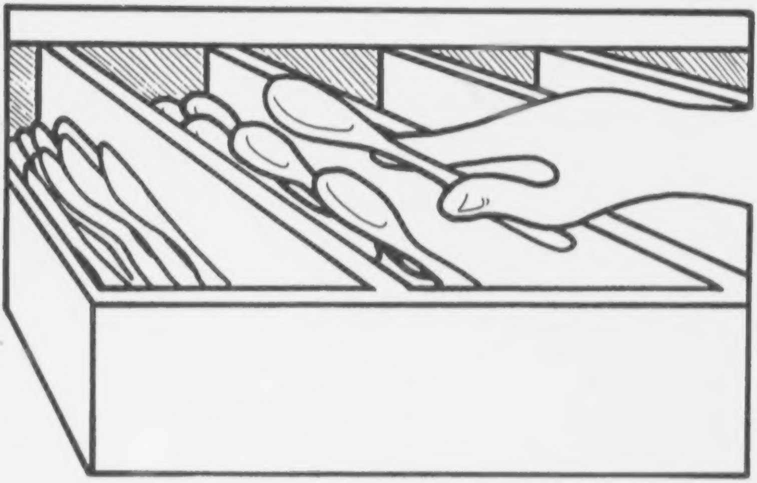
25. Carefully dry the sharp knives and pointed utensils one at a time.

27. Dry the silverware.

24. Put the clean, dry dishes in the cupboard.

26. Put them in the proper storage place.

28



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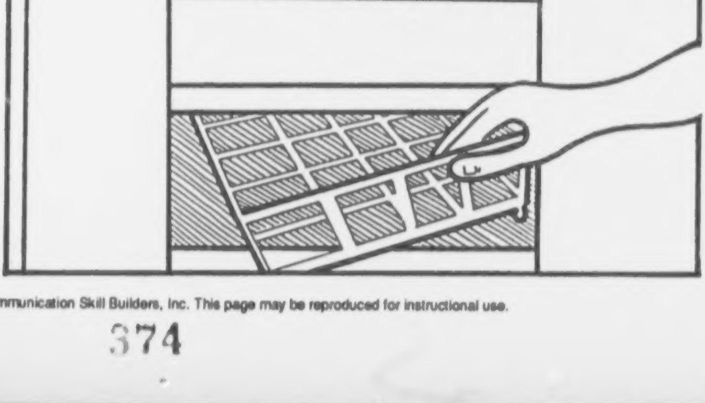

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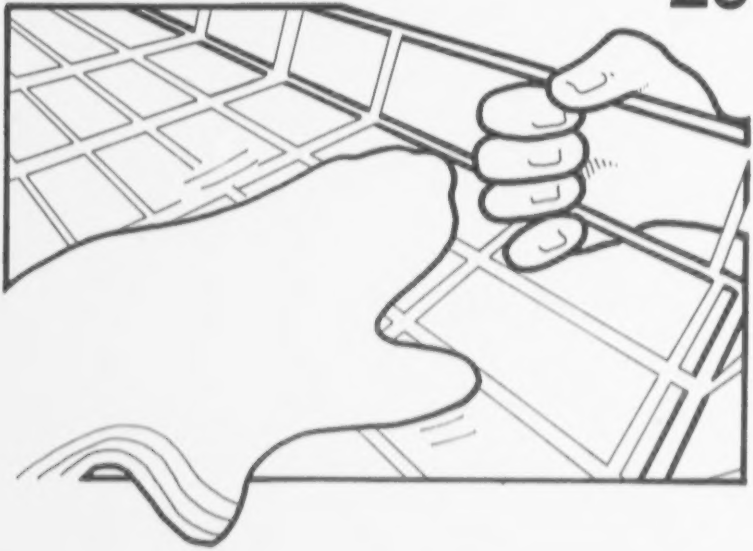

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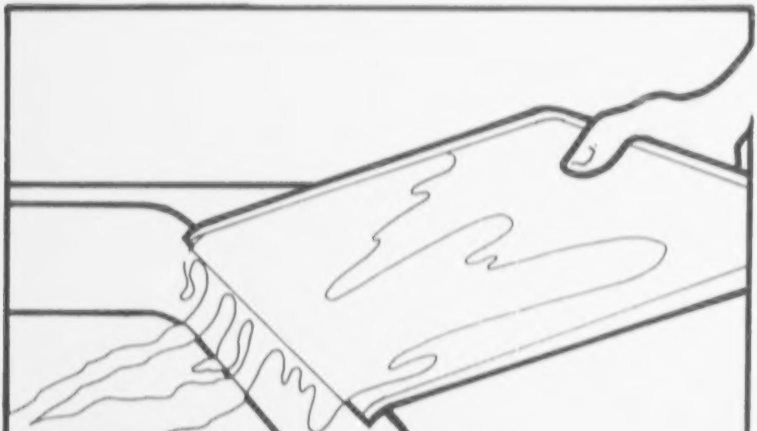


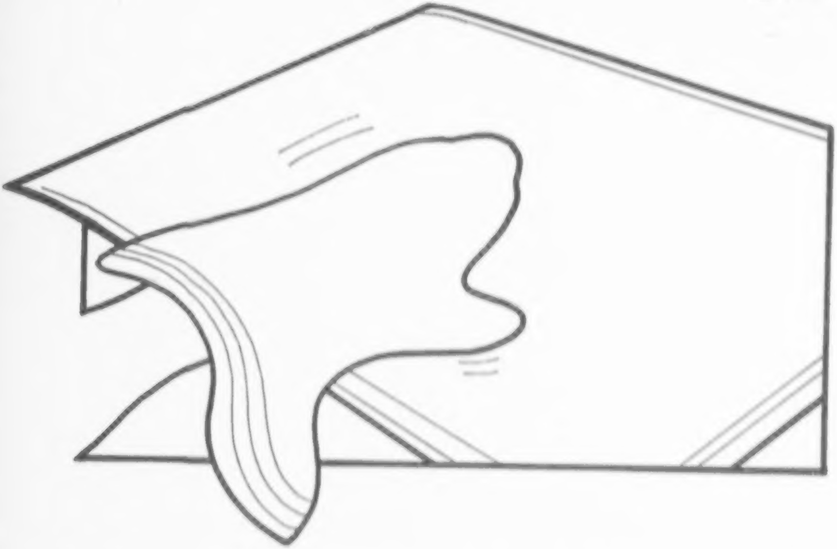
29. Dry the dish drainer with the dish towel.

31. Pour the water from the draining board into the sink.

28. Put the clean, dry silverware in the silverware tray or drawer.

30. Return the dish drainer to its usual storage place.

32



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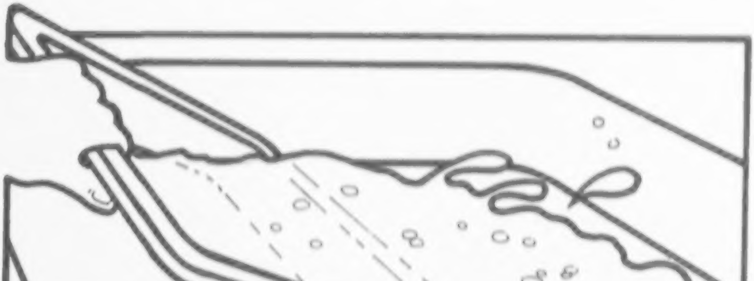

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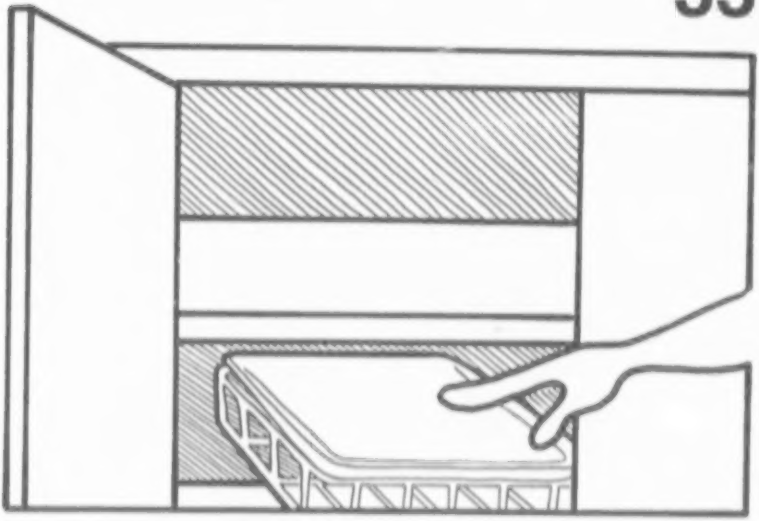

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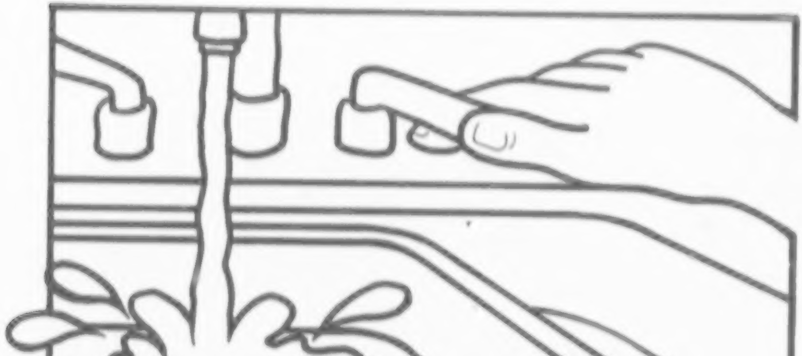


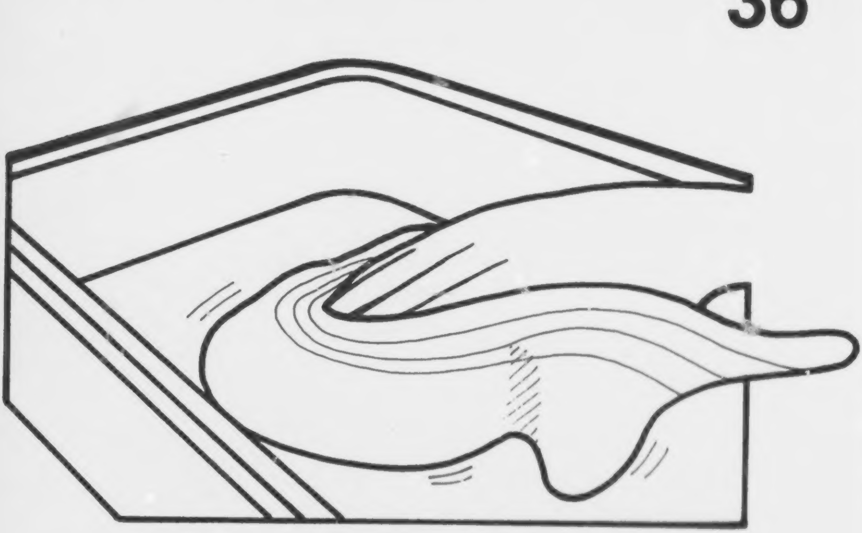
33. Return the draining board to the usual storage place.

35. Rinse the dishpan with clean water.

32. Dry the draining board with the dish towel.

34. Pour the dishwater out of the dishpan into the sink. Turn on the water.

36



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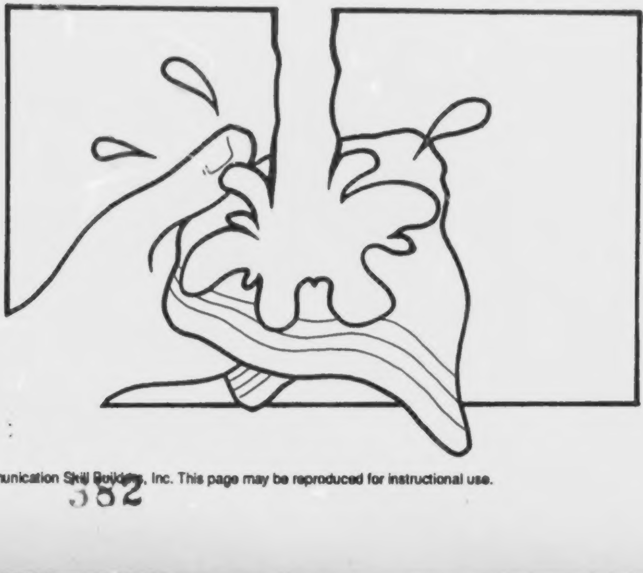

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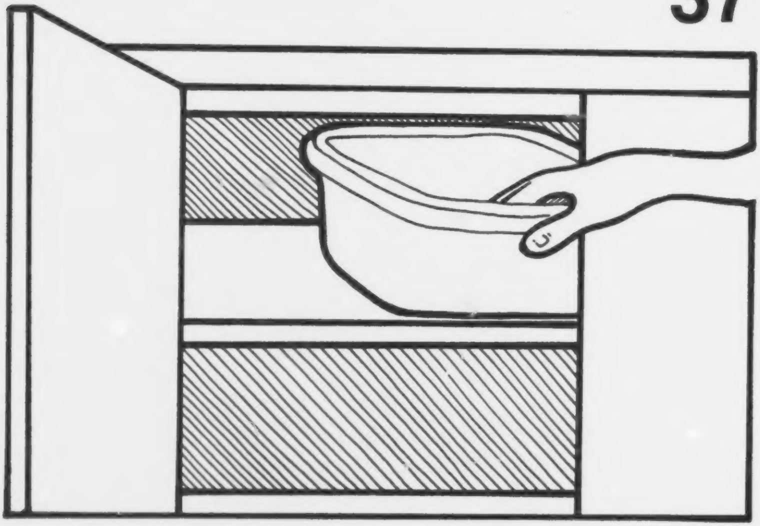

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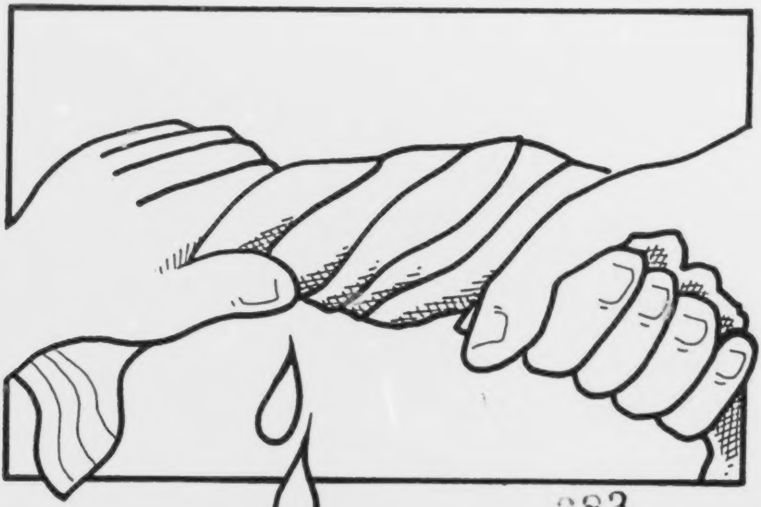


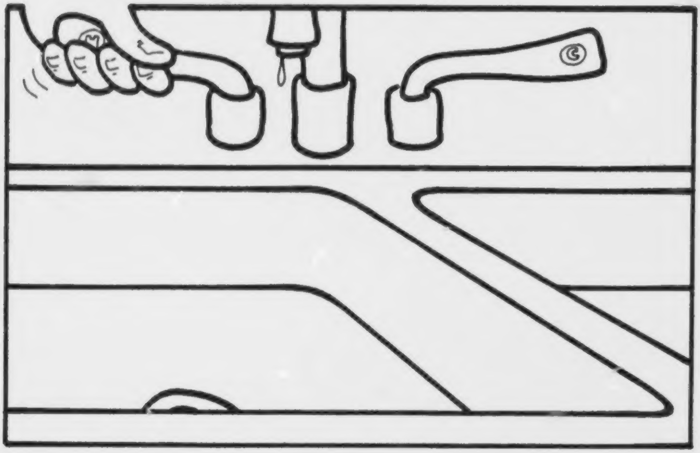
37. Return the dishpan to the usual storage place.

39. Wring out the dishcloth.

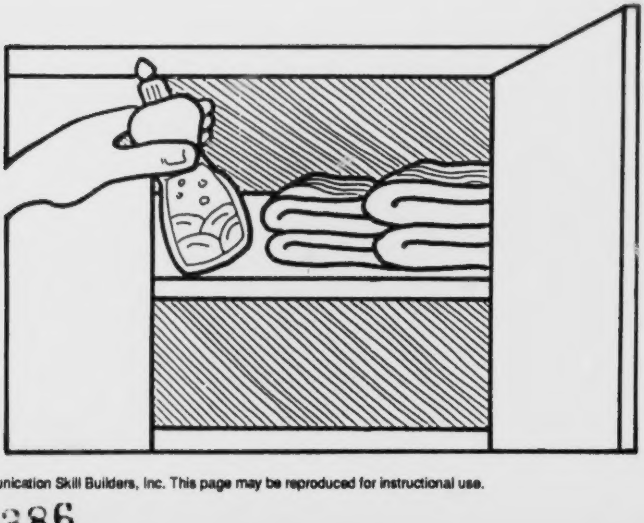
36. Dry the dishpan with the dish towel.

38. Rinse the dishcloth.

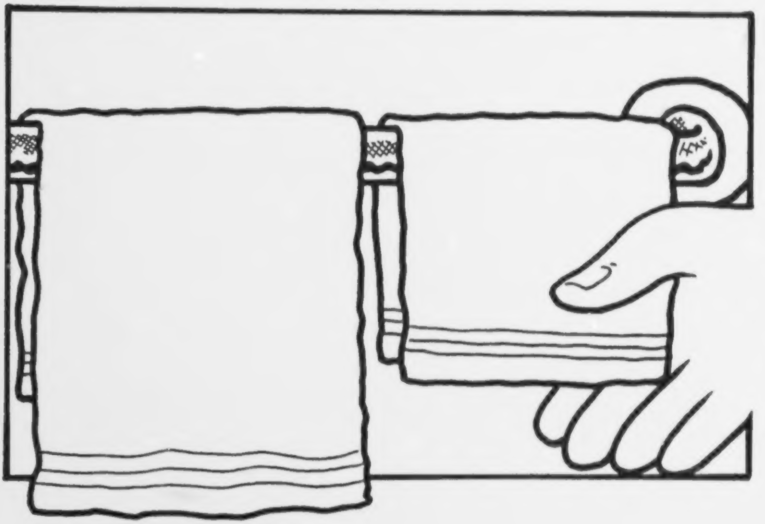
40



42



41



41. Hang the dishcloth and dish towel on the towel rack to dry.

40. Turn off the water.

42. Return the dish soap to the usual storage place.

Object Recognition

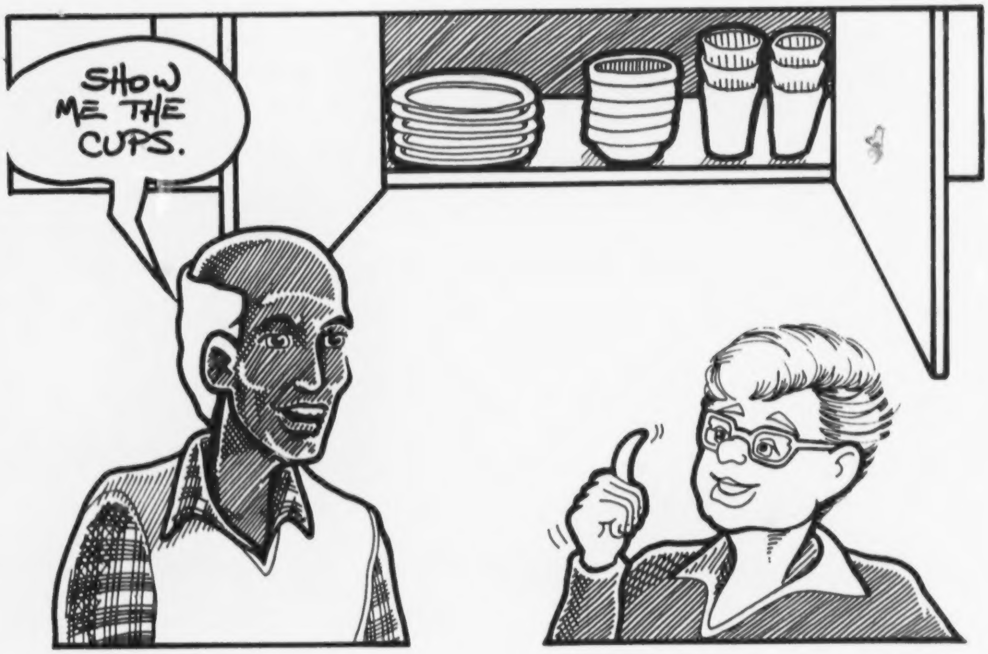
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in washing dishes when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary Lists, pages 241-242)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.


SHOW ME THE CUPS.

Recognition of Objects Needed for a Routine Task

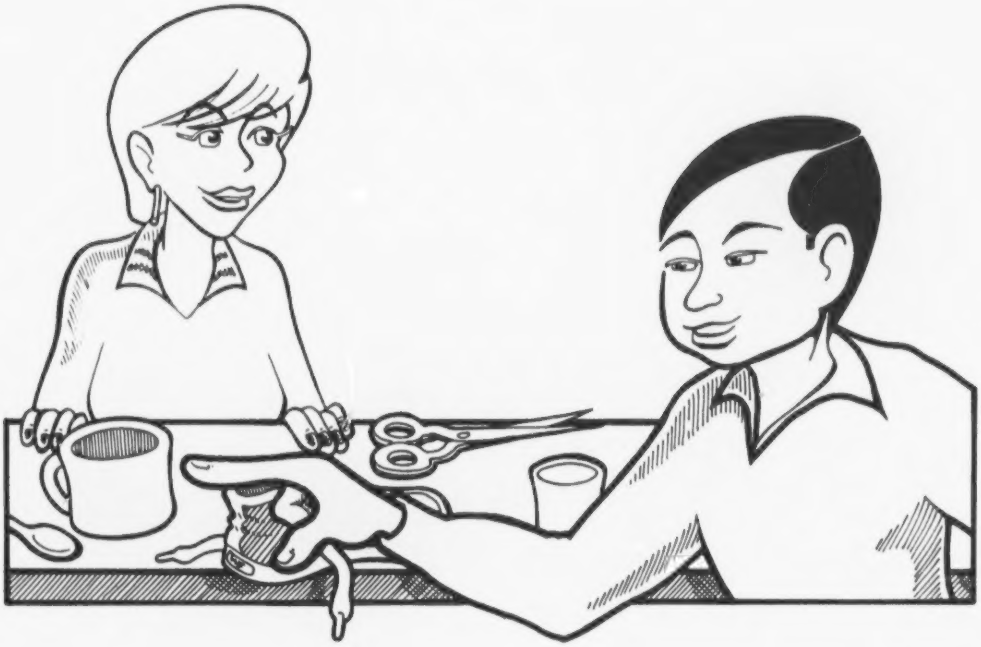
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects needed for the routine task of washing dishes.

MATERIALS: Objects used for the task (See Vocabulary Lists, pages 241-242)
Objects that are unrelated to the task

ACTIVITIES:

1. Present the individual with a choice of items, some related to washing dishes and others unrelated to the task. Direct the individual to "Find the ones we use to wash dishes."
2. Direct the individual to "Find the things needed to wash dishes." Have the individual find the items in their normal storage places.



Picture Search

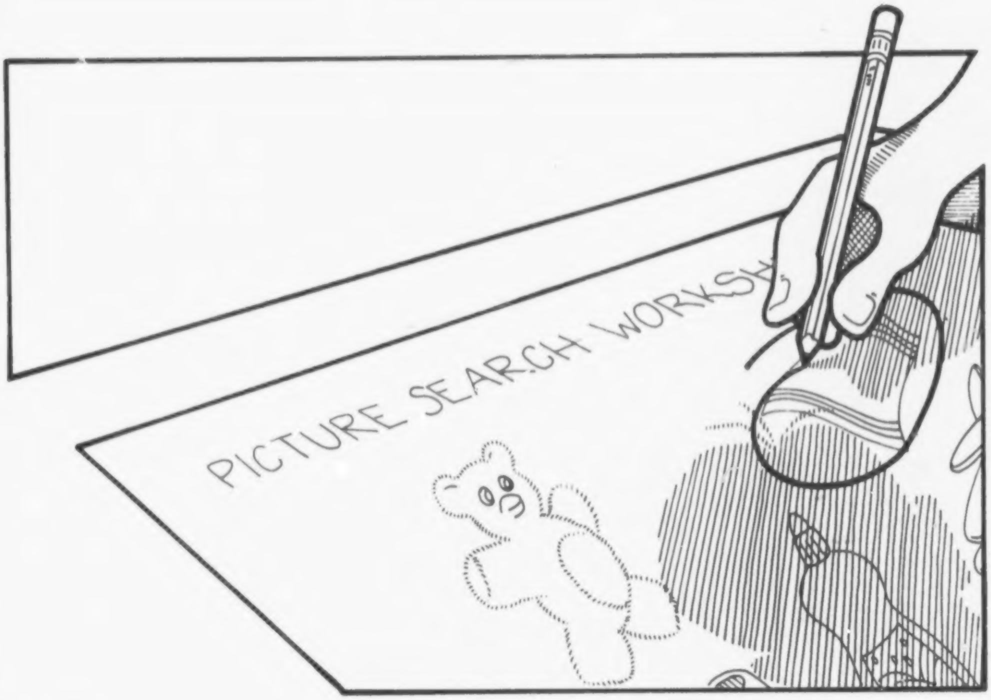
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in washing dishes, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

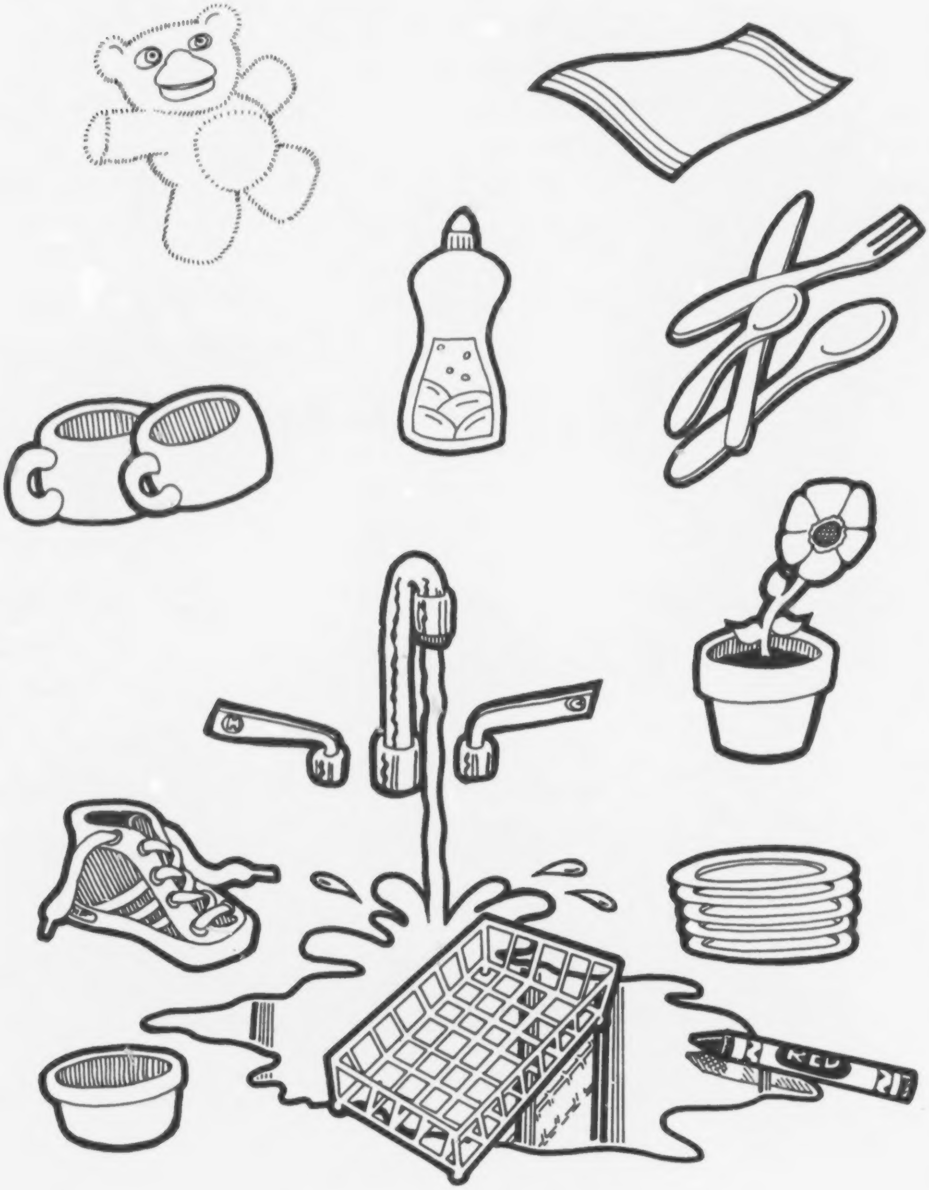
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in washing dishes. Do not use the real objects unless the individual needs help.



Washing Dishes
Picture Search Worksheet

Name ____

Look at the pictures below. Find the things you use to wash dishes. Draw a circle around those pictures.



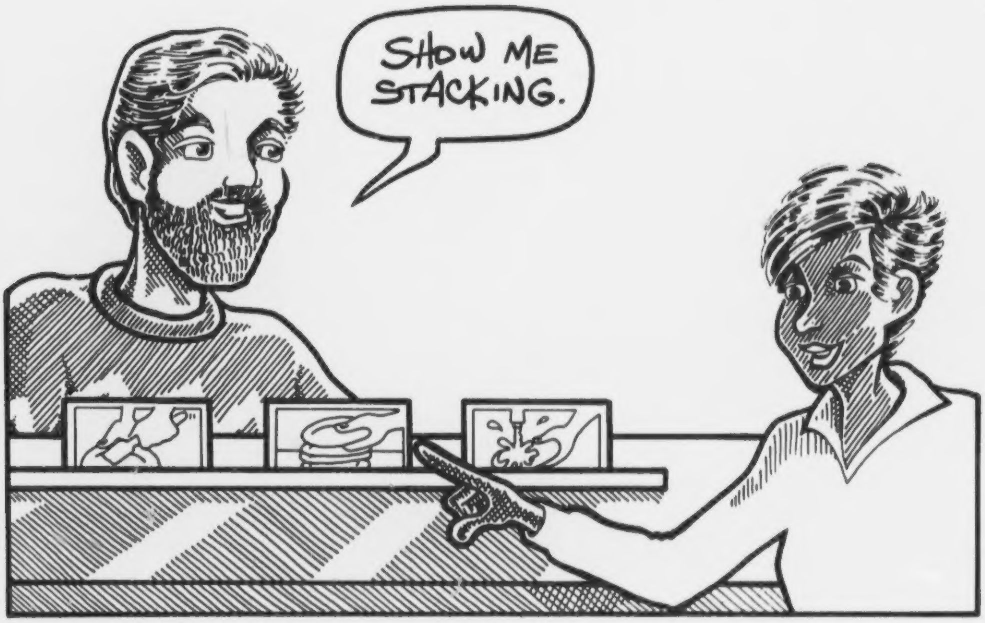
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with washing dishes, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."


SHOW ME STACKING.

Follow Single-Step Directions

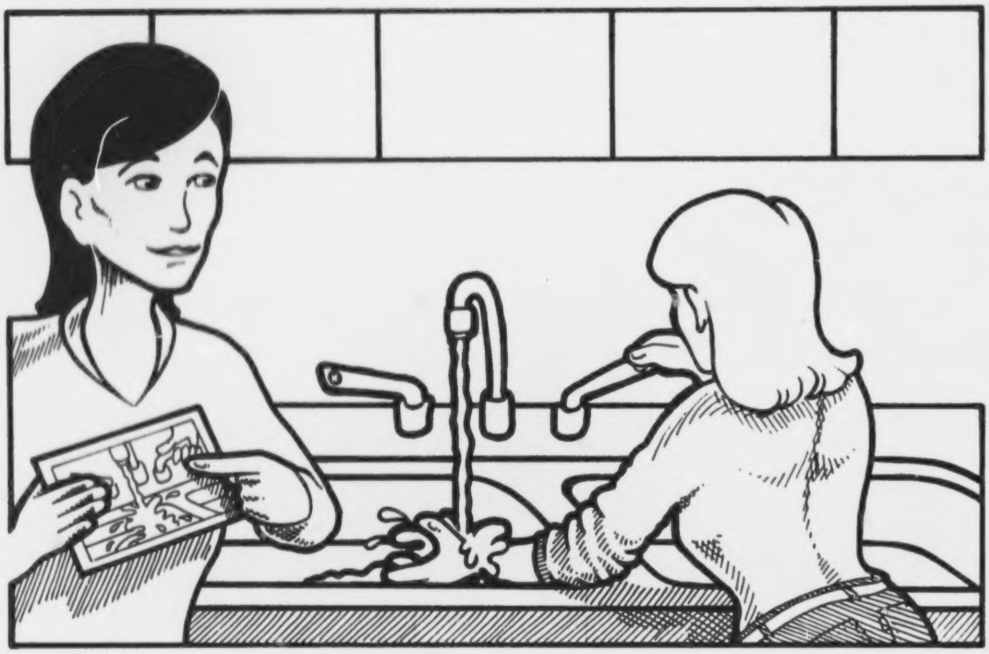
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for washing dishes when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Washing Dishes (page 243; and pages 251-252, 275, 287-288)

ACTIVITIES: Refer to Steps for Washing Dishes. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

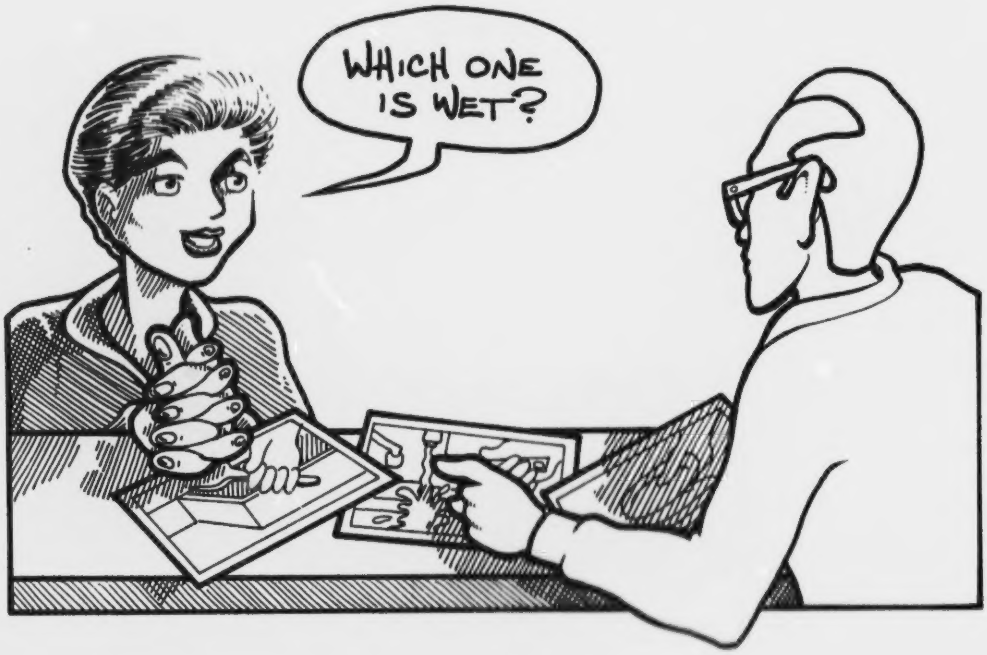
GOAL: To improve receptive language skills

OBJECTIVE: The individual will respond to simple questions about the task of washing dishes, given the choice of three pictures.

MATERIALS: Flip Book pictures
Simple Questions for Washing Dishes

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Washing Dishes worksheet, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.


WHICH ONE IS WET?

Simple Questions for Washing Dishes Using a Dishpan or Sink
Level 1

1. Which one is dish soap?
2. Which one is the dishpan?
   Which one is the dish drainer?
   Which one is the draining board?
3. Which one is a dishcloth?
   Which one is a dish towel?
4. Which one is clean?
   Which one is dirty?
5. Which one is wet?
   Which one is dry?
6. What is the person washing?
7. What is the person getting?
   What is the person using?
8. What is the person doing?
9. Who is washing the dishes?
   Who is drying the dishes?
10. What do you use to wash the dishes?

Level 2

11. What do you use to dry the dishes?

12. Where do you wash the dishes?

13. Where do you scrape the food before washing the dishes?

14. Where is the dish soap?

15. Where do you store the dishcloth?
    Where do you store the dish towel?

16. Where do you put the dishcloth when it's dirty?

17. Where do you put the dish towel when it's dirty?

18. Why do you dry the dishes?

19. When do you wash the dishes?

20. When do you put the dishcloth or dish towel in the laundry?

Simple Questions for Washing Dishes Using a Dishwasher
Level 1

1. Which one is dishwasher detergent?
2. Which one is the door latch?
   Which one is the wash cycle selector?
3. Which one is the silverware basket?
4. Which one is the detergent dispenser?
5. Which one is the top rack?
   Which one is the bottom rack?
6. What is the person using to wash the dishes?
7. What is the person pouring into the dishwasher?
8. What is the person loading?
   What is the person unloading?
9. What do you fill with detergent and then close?
10. Who is using the dishwasher?

Level 2

11. Where do you scrape the food before washing the dishes?

12. Where do you put the silverware to wash it?

13. Where do you put the small bowls, plates, cups, and glasses to wash them?

14. Where do you put plates, large bowls, pots, and pans to wash them?

15. What setting do you use to wash very dirty dishes and pans?
What setting do you use to wash an average load of dishes?
What setting do you use to wash dishes that are not very dirty?

16. What setting do you use when you want to rinse a few dishes and then wait until the dishwasher is full before running it?

17. What setting do you use to dry with hot air?
What setting do you use to dry with cold air?

18. Where do you put the dishes when they are clean and dry?
Where do you put the pans when they are clean and dry?
Where do you put the silverware when it is clean and dry?

19. When do you run the dishwasher?

20. When do you unload the dishwasher?

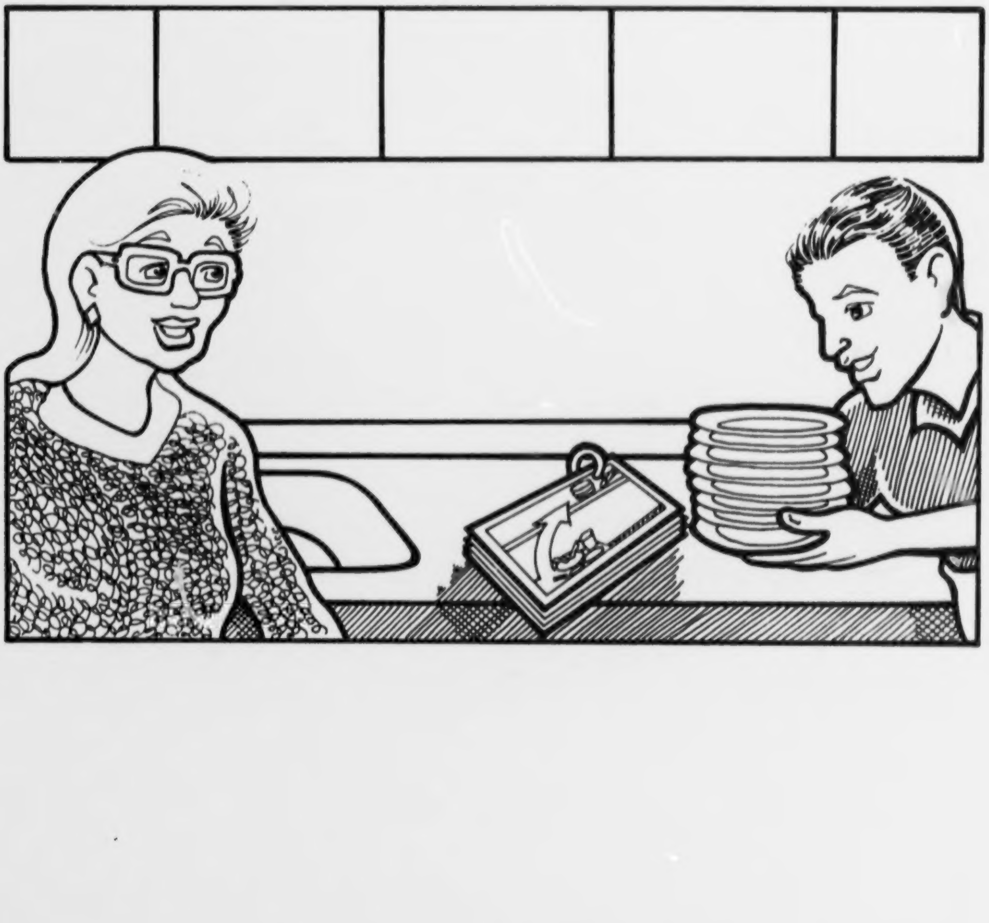
Follow Sequenced Picture Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of washing dishes, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.



Picture Sequencing

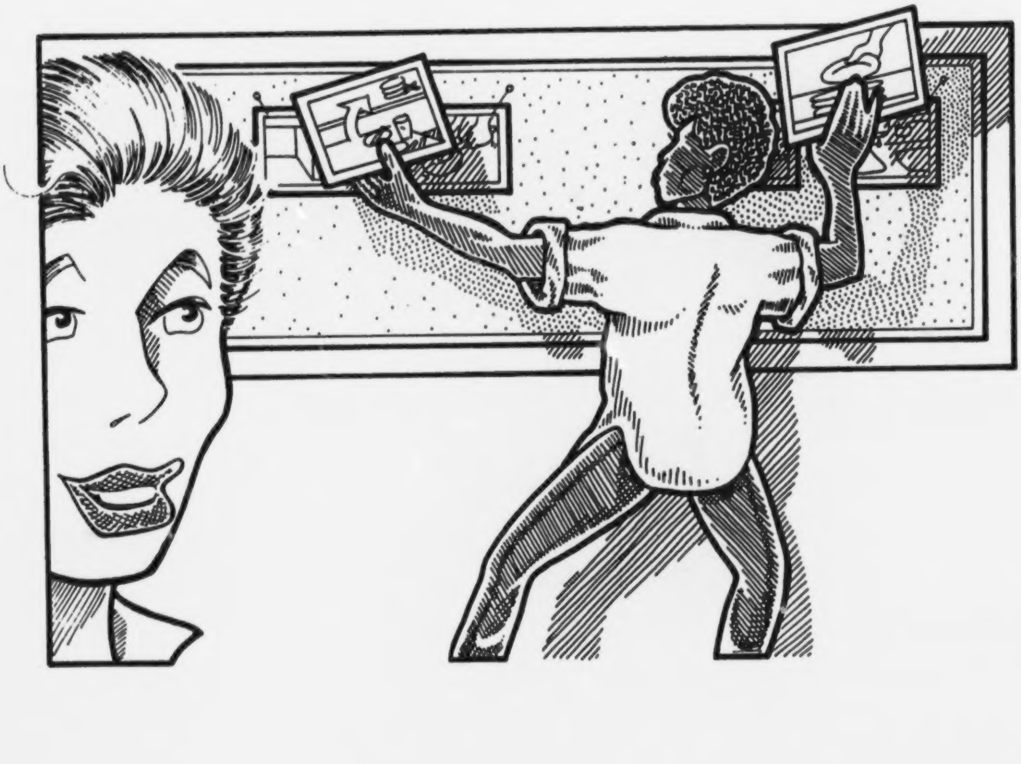
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of washing dishes, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book with masking tape or paper.



Word Search

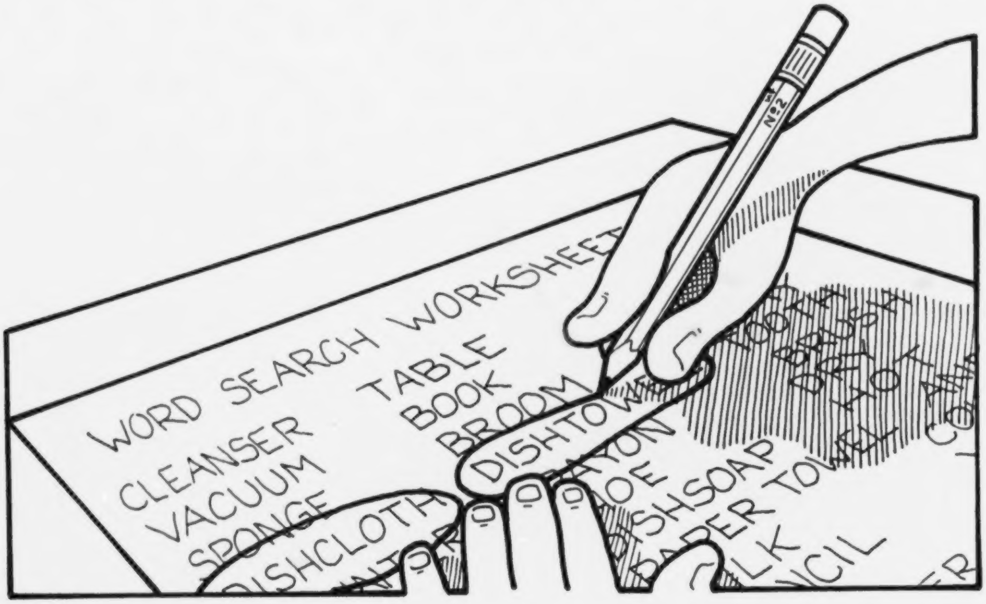
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of washing dishes, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in washing dishes.
2. Have the individual copy those words on the lines at the bottom of the page.


WORD SEARCH WORKSHEET
TABLE
BOOK
BROOM
DISHTOWEL
CLEANSER
VACUUM
SPONGE
DISHCLOTH
DISHSOAP
PAPER TOWEL
TOOTHBRUSH
DRY
HOT
No2

Washing Dishes
Word Search Worksheet

Name ____

1. Look at the words written below. Find the things you need to wash dishes. Circle those words.

cleanser
dishcloth
can opener
silverware
book
shoe
milk
comb
toothbrush
eraser
vacuum
counter
detergent
dog
wash
dish towel
dish soap
pencil
bed
dry
spray
stack
mixer
sink
dish drainer
rinse
crayon
paper towel
storage place
spray cleaner

2. Look at the words you have circled above. These are the things you need to wash dishes. Copy those words on the lines below.

Word Closure

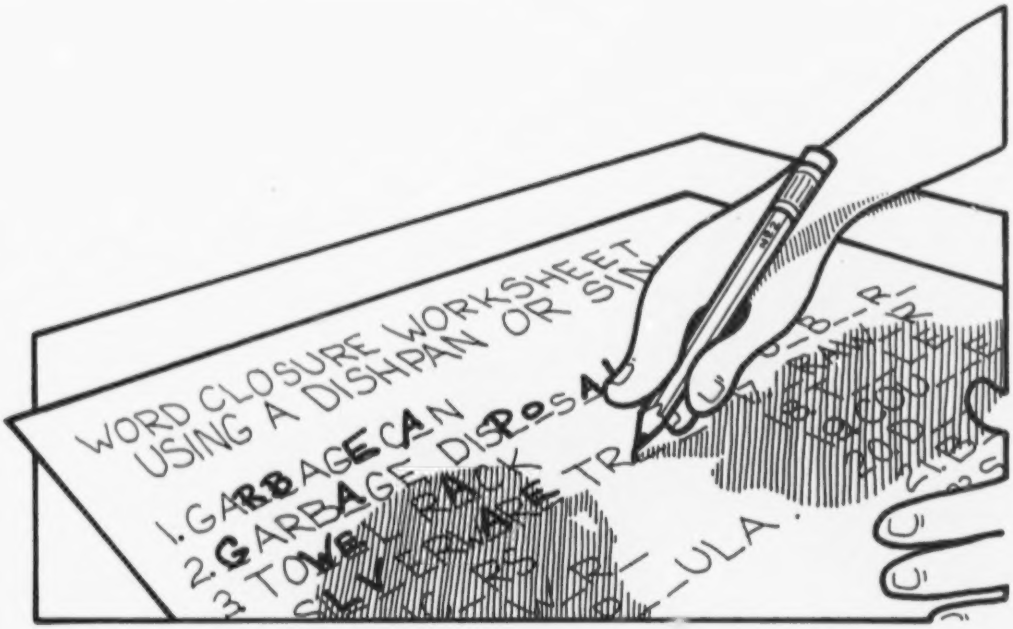
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in washing dishes, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Washing Dishes Using a Dishpan or Sink
Word Closure Worksheet 1

Name ____

1. G A __ __ A G __
   C __ N
2. __ A R B __ G E
   D I S __ __ S __ L
3. T O __ __ L R __ C K
4. S I __ __ E R W __ R __
   T R __ __
5. __ A U C __ R S
6. S __ __ V E __ W __ R __
7. R __ B B __ R
   S P __ __ U L A
8. __ T E __ S __ L S
9. __ __ S H __ A N
10. D __ S __
    D R __ __ N __ R
11. D R __ __ N __ N G
    B __ __ R D
12. D I __ H S __ __ P
13. __ __ S __ C L __ T __
14. D __ S __ __ O W __ L
15. C U __ __
16. C U __ B __ __ R __
17. __ R A W __ R
18. T __ __ L E
19. C O U __ __ E __
20. D I __ __ E S
21. B __ __ L S
22. S __ __ K
23. W __ __ E R
24. P L __ __ E __
25. F A __ C __ T

Vocabulary List

GARBAGE CAN
GARBAGE DISPOSAL
TOWEL RACK
SILVERWARE TRAY
SAUCERS
SILVERWARE
RUBBER SPATULA
UTENSILS
DISHPAN

DISH DRAINER
DRAINING BOARD
DISH SOAP
DISHCLOTH
DISH TOWEL
CUPS
CUPBOARD
DRAWER

TABLE
COUNTER
DISHES
BOWLS
SINK
WATER
PLATES
FAUCET

Washing Dishes Using a Dishpan or Sink
Word Closure Worksheet 2

Name ______________________________

1. G A __ __ A G __
C __ N

2. __ A R B __ G E
D I S __ __ S __ L

3. T O __ __ L R __ C K

4. S I __ __ E R W __ R __
T R __ __

5. __ A U C __ R S

6. S __ __ V E __ W __ R __

7. R __ B B __ R
S P __ __ U L A

8. __ T E __ S __ L S

9. __ __ S H __ A N

10. D __ S __
D R __ __ N __ R

11. D R __ __ N __ N G
B __ __ R D

12. D I __ H S __ __ P

13. __ __ S __ C L __ T __

14. D __ S __ __ O W __ L

15. C U __ __

16. C U __ B __ __ R __

17. __ R A W __ R

18. T __ __ L E

19. C O U __ __ E __

20. D I __ __ E S

21. B __ __ L S

22. S __ __ K

23. W __ __ E R

24. P L __ __ E __

25. F A __ C __ T

Vocabulary List

GARBAGE DISPOSAL
COUNTER
BOWLS
DRAINING BOARD
DISH TOWEL
SILVERWARE
GARBAGE CAN
WATER
SAUCERS
CUPBOARD
DISHES
PLATES
DISHCLOTH
TOWEL RACK
RUBBER SPATULA
TABLE
DISH SOAP
DISHPAN
UTENSILS
DISH DRAINER
DRAWER
CUPS
FAUCET
SINK
SILVERWARE TRAY

Washing Dishes Using a Dishpan or Sink
Word Closure Worksheet 3

Name ______________________________

1. S I _ _ E R W _ R _
2. D R _ _ N _ N G
   B _ _ R D
3. _ _ S _ C L _ T _
4. R _ B B _ R
   S P _ _ U L A
5. C O U _ _ E _
6. G A _ _ A G _   C _ N
7. S I _ _ E R W _ R E
   T R _ _
8. F A _ C _ T
9. D I _ H   S _ _ P
10. D I S _
    D R _ _ N _ R
11. _ A R B _ G E
    D I S _ _ S _ L
12. _ _ S H _ A N
13. T O _ _ L   R _ C K
14. S _ _ K
15. P L _ _ E _
16. D I _ _ E S
17. _ R A W _ R
18. W _ _ E R
19. _ A U C _ R S
20. C U _ B _ _ R D
21. D _ S _   _ O W _ L
22. B _ _ L S
23. T _ _ L E
24. C U _ _
25. _ T E _ S _ L S

Vocabulary List

GARBAGE DISPOSAL
COUNTER
BOWLS
DRAINING BOARD
DISH TOWEL
SILVERWARE
GARBAGE CAN
WATER
SAUCERS
CUPBOARD
DISHES
PLATES
DISHCLOTH
TOWEL RACK
RUBBER SPATULA
TABLE
DISH SOAP
DISHPAN
UTENSILS
DISH DRAINER
DRAWER
CUPS
FAUCET
SINK
SILVERWARE TRAY

Washing Dishes Using a Dishwasher
Word Closure Worksheet 1

Name ______________________________

1. D _ SH _ AS _ ER
2. D _ Y OP _ IONS
3. _ OT _ OM R _ _ K
4. SIL _ _ _ W _ RE
BA _ _ ET
5. D _ TER _ ENT
D _ SP _ _ SER
6. _ IS _ W _ _ HER
D _ TER _ ENT
7. D _ S _ WA _ _ ER
D _ OR
8. DO _ R L _ TC _
9. S _ L _ CTOR
PA _ EL
10. _ A _ H CY _ LE
S _ L _ CT _ R
11. EN _ RGY
S _ VER _ R _
12. P _ T
SCR _ B _ _ R
13. R _ _ SE AND
H _ LD
14. ST _ RT
15. CL _ _ R
16. RE _ ET
17. L _ AD
18. _ IAL
19. R _ N
20. U _ L _ _ D
21. T _ P R _ _ K
22. N _ RM _ L D _ Y
23. HE _ T _ D DR _
24. L _ GH _ W _ SH
25. NO _ M _ L
WA _ _

Vocabulary List

DISHWASHER
DRY OPTIONS
BOTTOM RACK
SILVERWARE BASKET
DETERGENT DISPENSER
DISHWASHER DETERGENT
DISHWASHER DOOR
DOOR LATCH
SELECTOR PANEL
WASH CYCLE SELECTOR
ENERGY SAVER DRY
POT SCRUBBER
RINSE AND HOLD
START
CLEAR
RESET
LOAD
DIAL
RUN
UNLOAD
TOP RACK
NORMAL DRY
HEATED DRY
LIGHT WASH
NORMAL WASH

Washing Dishes Using a Dishwasher
Word Closure Worksheet 2

Name ____________________

1. D _ S H _ A S _ E R
2. D _ Y   O P _ I O N S
3. _ O T _ O M   R _ _ _ K
4. S I L _ _ _ W _ R E   B A _ _ E T
5. D _ T E R _ E N T   D _ S P _ _ S E R
6. _ I S _ W _ _ H E R   D _ T E R _ E N T
7. D _ S _ W A _ _ E R   D _ O R
8. D O _ R   L _ T C _
9. S _ L _ C T O R   P A _ E L
10. _ A _ H   C Y _ L E   S _ L _ C T _ R
11. E N _ R G Y   S _ V E R   _ R _
12. P _ T   S C R _ B _ _ R
13. R _ _ S E   A N D   H _ L D
14. S T _ R T
15. C L _ _ R
16. R E _ E T
17. L _ A D
18. _ I A L
19. R _ N
20. U _ L _ _ D
21. T _ P   R _ _ K
22. N _ R M _ L   D _ Y
23. H E _ T _ D   D R _
24. L _ G H _   W _ S H
25. N O _ M _ L   W A _ _

Vocabulary List

NORMAL WASH
DISHWASHER DETERGENT
RESET
START
DOOR LATCH
CLEAR
POT SCRUBBER
DETERGENT DISPENSER

BOTTOM RACK
ENERGY SAVER DRY
WASH CYCLE SELECTOR
TOP RACK
LOAD
NORMAL DRY
RUN
DIAL
UNLOAD

RINSE AND HOLD
DISHWASHER
DRY OPTIONS
HEATED DRY
DISHWASHER DOOR
SILVERWARE BASKET
LIGHT WASH
SELECTOR PANEL

Washing Dishes Using a Dishwasher
Word Closure Worksheet 3

Name ______________________________

1. __ O T __ O M R __ __ K
2. D __ __ R L A __ C H
3. __ I N __ E A N D
   H __ __ D
4. N __ __ M __ L W A __ __
5. __ U N
6. __ I L __ E __ W A R E
   B __ S __ E __
7. E N __ R __ Y
   S __ __ E R D __ __
8. U N __ O A __
9. R __ S __ T
10. D __ T __ R G E __ __
    D I __ P __ __ S E R
11. H __ __ T __ D D __ __
12. D I __ L
13. D __ Y O __ T I __ N S
14. __ I S __ W __ __ H E R
    D __ __ R
15. N __ __ M A L __ R Y
16. W __ S __ C __ C L E
    S __ L E C __ O R
17. L I __ __ T __ A S __
18. D I __ __ W A __ __ __ R
    D E __ __ R G __ N T
19. L __ __ D
20. __ O T
    S C __ U __ B __ R
21. S __ A __ T
22. __ E L E C __ O R
    P __ __ E L
23. D __ __ H W __ S __ E R
24. T __ P R A __ __
25. C __ E A __

Vocabulary List

NORMAL WASH
ENERGY SAVER DRY
DRY OPTIONS
DOOR LATCH
UNLOAD
DISHWASHER DOOR
DISHWASHER
  DETERGENT
DETERGENT
  DISPENSER

BOTTOM RACK
DISHWASHER
RESET
DIAL
CLEAR
LOAD
NORMAL DRY
RUN
HEATED DRY

RINSE AND HOLD
WASH CYCLE
  SELECTOR
SELECTOR PANEL
TOP RACK
SILVERWARE BASKET
POT SCRUBBER
LIGHT WASH
START

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

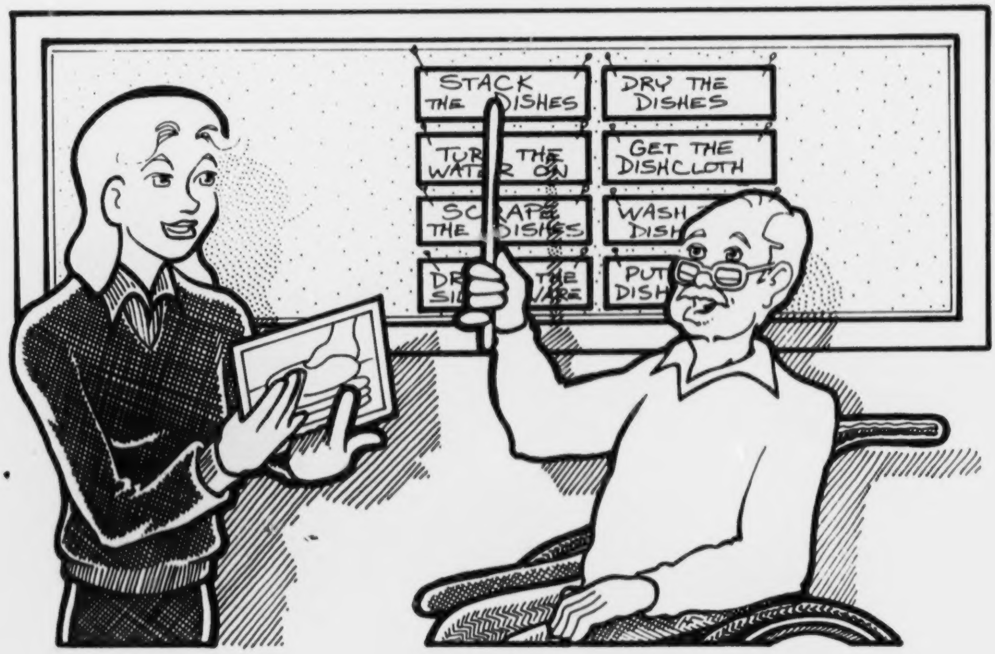
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3"x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.


STACK THE DISHES
DRY THE DISHES
TUR THE WAT R ON
GET THE DISHCLOTH
SC APE THE DISHES
WASH DISH
DR SI
THE ARE
PUT DISH

Word Search Puzzles

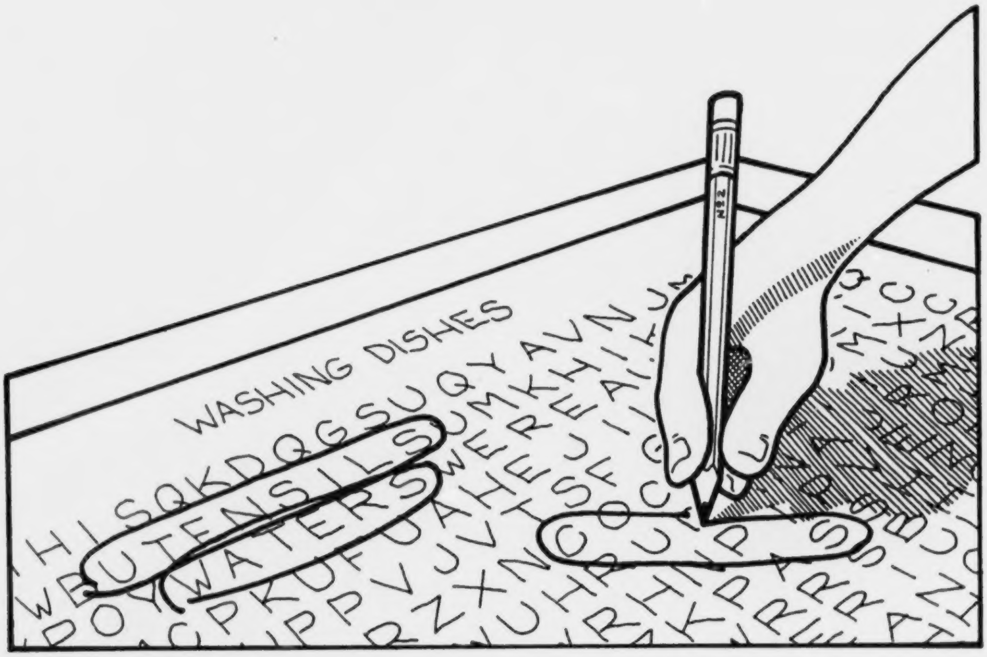
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with washing dishes, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Washing Dishes Using a Dishpan or Sink
Answer Keys
Word Search Puzzle 1

```
R U B B E R S P A T U L A . . . . . . . .
. . . . . . . . . B O W L S . . . . . . .
. . . . . . D I S H P A N . . . . . . . .
D R A I N I N G B O A R D . . . . . . . .
T A B L E . . . . . . . . C U P S . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . F A U C E T W A T E R . . . . .
C U P B O A R D I S H S O A P S I N K . .
U T E N S I L S . . D I S H D R A I N E R
S I L V E R W A R E S A U C E R S . . . .
D I S H E S . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . P L A T E S . . . . . . .
D I S H T O W E L . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
C O U N T E R D I S H C L O T H . . . . .
```

Word Search Puzzle 2

```
. . . . . . . . . B . . . . . . . . . . .
S I N K . . . . . O . . . . . . . . . . .
A F . . . . . . . W . . . . . . . . . . .
U A . . . . . . . L . . . . . . . . . . .
C U P B O A R D I S H D R A I N E R . . .
E C L . . . . R U B B E R S P A T U L A .
R E A . W . . A T D . . D I S H C L O T H
S T T . A . . I E I . . . L . . U . . A .
. . E . T . . N N S . . . V . . P . . B .
D I S H E S D I S H T O W E L . S . . L .
. . . . R . I N I P . . . R . . . . . E .
. . . . . . S G L A . . . W . . . . . . .
. . . . . . H B S N . . . A . . . . . . .
. . . . . . S O . . . . . R . . . . . . .
. . . . . . O A C O U N T E R . . . . . .
. . . . . . A R . . . . . . . . . . . . .
. . . . . . P D . . . . . . . . . . . . .
```

Washing Dishes Using a Dishpan or Sink (cont.)
Word Search Puzzle 3

```
. . . . . . . D . . . . . . . . . . . . .
. . B U T E N S I L S . . . . . . . . . .
. . O . W A T E R S . . R . . . . . . A .
. . W C P . . . . . H E . . . . . . L . .
. . L H U . . . . . T S . . . . R U . . .
. . S . . P . . . N C . O . . E T . . . .
. I . . . . B . U . . U D A N A . . . . E
D . . . . . . O . . . . P I P . . . H L .
. . . . . . C . A . . . A S S . . T B . .
. . S . . . . . . R . R R S . H O A . . .
. . . I . . . . . . D E R . . L T . . . .
. . . . L . . . . H B E . . C . . O . . .
. . . . . V . . S B C . . H . . P . W . .
. . . . . . E I U U D S S . . F L . . E .
. . . . . . D R A I N I N G B O A R D . L
. . . . . . . S W . D N S . . . T U . . .
. . . . . . . . . A . K . H . . E . C . .
. . . . . . . . . . R . . . E . S . . E .
. . . . . . . . . . . E . . . S . . . . T
```

Washing Dishes Using a Dishpan or Sink
Word Search Puzzle 1

Name ______________________________

R	U	B	B	E	R	S	P	A	T	U	L	A	J	I	V	E	D	A	G	C
J	L	G	Q	H	B	H	A	X	B	O	W	L	S	L	G	R	O	K	A	E
X	A	M	Y	W	M	D	I	S	H	P	A	N	X	A	Y	M	B	C	U	Y
D	R	A	I	N	I	N	G	B	O	A	R	D	Q	U	B	L	O	J	M	M
T	A	B	L	E	F	W	D	I	F	F	B	Y	C	U	P	S	S	P	H	Y
W	F	I	S	I	Y	D	S	H	H	Y	O	S	Z	C	L	I	P	G	I	L
P	I	M	P	J	F	A	U	C	E	T	W	A	T	E	R	E	P	S	E	H
C	U	P	B	O	A	R	D	I	S	H	S	O	A	P	S	I	N	K	X	U
U	T	E	N	S	I	L	S	F	L	D	I	S	H	D	R	A	I	N	E	R
S	I	L	V	E	R	W	A	R	E	S	A	U	C	E	R	S	J	B	K	A
D	I	S	H	E	S	X	Z	N	V	G	X	U	E	S	B	D	G	A	O	Q
J	V	I	U	A	W	Y	H	A	N	F	O	X	N	L	H	Q	B	D	G	Q
S	K	H	M	H	P	M	J	P	L	A	T	E	S	C	R	G	G	L	U	E
D	I	S	H	T	O	W	E	L	Z	Y	R	W	F	V	H	G	Q	B	N	W
M	I	P	M	F	D	X	T	A	M	R	Z	L	V	K	B	W	S	H	H	J
C	O	U	N	T	E	R	D	I	S	H	C	L	O	T	H	W	L	J	V	Y

Can you find these words?

RUBBER SPATULA
SAUCERS
CUPS
DISH SOAP
WATER
DISHCLOTH
DISHES
SILVERWARE
FAUCET
DRAINING BOARD
DISHPAN
SINK
UTENSILS
TABLE
CUPBOARD
BOWLS
DISH TOWEL
PLATES
DISH DRAINER
COUNTER

Washing Dishes Using a Dishpan or Sink
Word Search Puzzle 2

Name ____________________

G F Y X Z N Z R U B L Y J A G F H Y U C C
S I N K Y W A T G O K E T T E Q P T R U J
A F Q T N H H Q H W V R W A M J N S E C D
U A V O X C X L T L Q N E V R O F G T E H
C U P B O A R D I S H D R A I N E R P M U
E C L Q N P G R U B B E R S P A T U L A J
R E A G W U Z A T D I T D I S H C L O T H
S T T H A U F I E I V L M L W O U F J A G
L Y E T T W H N N S B O D V X D P A Y B F
D I S H E S D I S H T O W E L A S X N L H
B G E A R V I N I P J W R R R N T E M E E
H V J V V Y S G L A S H P W N X G I X P J
R Z N Y U N H B S N A J J A I T B J B R C
J S K D F X S O N V S D Y R Z R Y G X U F
M A K Q A F O A C O U N T E R D M O K G D
M R J L L B A R G J H I V J R J Z L C R S
V H S M Z I P D P G Y D Y H B J A F I F T

Can you find these words?

RUBBER SPATULA
SAUCERS
CUPS
DISH SOAP
WATER
DISHCLOTH
DISHES
SILVERWARE
FAUCET
DRAINING BOARD
DISHPAN
SINK
UTENSILS
TABLE
CUPBOARD
BOWLS
DISH TOWEL
PLATES
DISH DRAINER
COUNTER

Washing Dishes Using a Dishpan or Sink
Word Search Puzzle 3

Name ____

K Y H I S Q K D Q G S U Q Y A V N J M U A

J W B U T E N S I L S U M K H I K U U C R

V P O Y W A T E R S W E R E A U R Q J A Q

Z L W C P K U F U A H E J I L N Z X L I C

K U L H U P P V J V T S F G X Q R U M X C

I R S F S P R Z X N C Q O W W E T I U Z R

B I K G L C B W U U R U D A N A J R M H E

D C J H Q M X O W R H N P I P V E O H L F

X C T M V D C D A Z K P A S S H Z T B W G

N S S T P Y R Y O R W R R S B H O A S G N

J C W I B P N R C H D E R I U L T D Y Y T

P F D L L F U X B H B E A N C R X O Y J R

B O T W A V Q A S B C N H H A R P V W F X

Y K E Q V L E I U U D S S F V F L K U E G

W W K D L K D R A I N I N G B O A R D X L

I V N I Z U I S W F D N S G W V T U N K O

N W M T W P E C D A M K W H F Y E O C S S

U X P S Q Z W S Z Z R K L O E F S K U E D

E V K I Y V P T Q L X E H Q E S D P F L T

Can you find these words?

- RUBBER SPATULA
- SAUCERS
- CUPS
- DISH SOAP
- WATER
- DISHCLOTH
- DISHES
- SILVERWARE
- FAUCET
- DRAINING BOARD
- DISHPAN
- SINK
- UTENSILS
- TABLE
- CUPBOARD
- BOWLS
- DISH TOWEL
- PLATES
- DISH DRAINER
- COUNTER

Washing Dishes Using a Dishwasher
Answer Keys
Word Search Puzzle 1

```
D I S H W A S H E R D O O R . . . . . . .
. . . . . . . . D O O R L A T C H . . . .
. . . . . . . . . . . C O U N T E R . . .
. . . . . . . . . . . . . . . . . . . . .
. . . .   . . D R A W E R . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . D I R T Y . . . . . . . . . .
. . . . . . . D I S H E S . . . . . . . .
. . . . D I S H W A S H E R C U P S . . .
  . . . . . . . . . . . . . . . . . . . .
P L A T E S . . S T A C K . . . . . . . .
B A S K E T S T A R T . . . . . . . . . .
. . . . . B O T T O M R A C K E M P T Y .
S I L V E R W A R E . . . . . . . . . . .
. . . . . . . . . . . . D I S P E N S E R
S A U C E R S . . T O P R A C K T A B L E
F A U C E T . . . U T E N S I L S I N K .
. . . S H A R P . . . P U S H . . . . . .
. . . D E T E R G E N T . . . . . . . . .
```

Word Search Puzzle 2

```
. . P L A T E S U . . B . . . . . . . .
. . . . C O U N T E R O . . . . . . . .
. . . E M P T Y E . S T A C K S . . . .
D R A W E R . . N . I T . U . A . . . .
. . . S T A R T S . N O . P . U . . . .
. . F A U C E T I . K M . S . C . . . .
. . . . . K S I L V E R W A R E . . . .
. . . . . . D I S H W A S H E R D O O R
. . . . . . I . D . . C . . . S . . . .
. . . . . . S D I . . K . T . . . . . .
. . . P U S H O S H A R P A D . . . . .
. . . . . . W O P . . D . B I . . . . .
. . . . . . A R E . . I . L R . . . . .
. . . . . . S L N B A S K E T . . . . .
. . . . . . H A S . . H . . Y . . . . .
. . . . . D E T E R G E N T . . . . . .
. . . . . . R C R . . S . . . . . . . .
. . . . . . . H . . . . . . . . . . . .
```

Washing Dishes Using a Dishwasher (cont.)
Word Search Puzzle 3

```
. . . . . . . . . . . R . . . . . . . .
. . . . . B . . . . E M P T Y . . . . .
. . . . . . O S . W . . . . . . . . . . .
. . . . . T . T A . . . . D . . . . . . .
C . . . . . A R T U . . T I . B . . . . .
. U . . . . D B . O C . O S . A . . . . .
. . P . . . . . L . M E P H . S . . . . .
. D I S H W A S H E R R R E . K . . . . .
. . . . . . L D I S H W A S H E R D O O R
. . . . D I . E I L T . C C . T . . . . .
. . . . S O . T S S V A K . K . . P . . .
. . . N . . O E . I P E C . . . R . . . .
C . E . . . T R . . N E R K . A . . . . .
O T . . . A . G L F . K N W H . . . . . .
U . . . L . . E . A . . . S A . . . . . .
N . . P U S H N . U T . . T E R . . . . .
T . . . . . . T . C . C . A . R E . . . .
E . . . . . . . . E . . H R . . . . . . .
R . . . . . D I R T Y . . T . . . . . . .
```

Washing Dishes Using a Dishwasher
Word Search Puzzle 1

Name ______________________________

D	I	S	H	W	A	S	H	E	R	D	O	O	R	Z	I	T	G	K	M	M
J	J	F	Y	P	C	Q	I	D	O	O	R	L	A	T	C	H	L	S	A	Y
C	Y	A	G	O	I	P	C	K	J	H	C	O	U	N	T	E	R	S	Q	C
U	Z	J	Z	E	C	S	N	W	F	D	Z	H	T	X	Q	V	C	S	Y	Z
Q	Z	W	P	Q	L	C	D	R	A	W	E	R	P	V	L	H	A	L	H	Q
J	N	S	O	N	G	K	Q	W	Y	J	C	G	N	H	U	G	U	V	J	U
C	N	S	B	T	T	D	I	R	T	Y	X	G	A	J	Q	C	L	P	I	X
E	S	J	B	J	V	H	D	I	S	H	E	S	U	T	R	T	I	B	B	O
T	U	J	K	D	I	S	H	W	A	S	H	E	R	C	U	P	S	R	O	M
P	U	R	B	K	E	P	W	O	J	W	E	N	T	G	O	O	U	I	H	S
P	L	A	T	E	S	F	V	S	T	A	C	K	F	Y	N	S	D	W	H	K
B	A	S	K	E	T	S	T	A	R	T	C	Y	W	D	E	Y	K	C	V	A
Z	W	G	N	F	B	O	T	T	O	M	R	A	C	K	E	M	P	T	Y	F
S	I	L	V	E	R	W	A	R	E	D	L	H	O	D	F	P	I	C	C	Q
X	J	C	G	N	X	L	D	H	A	Y	L	D	I	S	P	E	N	S	E	R
S	A	U	C	E	R	S	K	M	T	O	P	R	A	C	K	T	A	B	L	E
F	A	U	C	E	T	C	S	H	U	T	E	N	S	I	L	S	I	N	K	F
R	W	P	S	H	A	R	P	W	B	B	P	U	S	H	V	T	N	H	P	S
U	T	N	D	E	T	E	R	G	E	N	T	V	W	K	R	H	L	V	X	J

Can you find these words?

DISHWASHERDOOR
DISHWASHER
DOORLATCH
TOPRACK
PLATES
DRAWER
START
DIRTY
SINK
BOTTOMRACK
DETERGENT
UTENSILS
SAUCERS
FAUCET
STACK
TABLE
CUPS
SILVERWARE
DISPENSER
COUNTER
DISHES
BASKET
EMPTY
SHARP
PUSH

Washing Dishes Using a Dishwasher
Word Search Puzzle 2

Name ____________________

R	Y	P	L	A	T	E	S	U	U	J	B	Y	P	V	F	S	S	K	C
H	P	W	W	C	O	U	N	T	E	R	O	L	S	U	F	F	D	X	A
G	D	P	E	M	P	T	Y	E	K	S	T	A	C	K	S	B	G	D	V
D	R	A	W	E	R	G	K	N	C	I	T	I	U	A	A	N	D	S	X
M	U	A	S	T	A	R	T	S	U	N	O	C	P	P	U	N	F	S	D
F	K	F	A	U	C	E	T	I	K	K	M	I	S	A	C	C	I	N	X
E	K	L	C	G	K	S	I	L	V	E	R	W	A	R	E	O	O	G	D
C	M	C	Q	B	K	D	I	S	H	W	A	S	H	E	R	D	O	O	R
O	I	P	G	V	T	I	J	D	F	R	C	I	N	N	S	M	Q	H	Z
G	X	F	Q	W	W	S	D	I	B	X	K	X	T	O	Z	A	X	N	K
Z	E	I	P	U	S	H	O	S	H	A	R	P	A	D	H	W	H	L	H
V	E	Q	F	C	B	W	O	P	Q	R	D	U	B	I	M	Q	K	J	A
C	W	Z	K	G	Y	A	R	E	D	D	I	K	L	R	L	R	F	F	C
Q	B	Y	K	V	Z	S	L	N	B	A	S	K	E	T	D	I	C	N	L
D	Z	U	Q	A	J	H	A	S	N	L	H	P	F	Y	M	Q	W	J	A
T	R	E	Y	Z	D	E	T	E	R	G	E	N	T	S	V	L	K	R	X
T	V	C	S	J	M	R	C	R	B	E	S	Y	A	I	D	A	F	H	E
T	K	J	L	Y	F	L	H	K	T	P	B	D	S	A	V	S	J	M	R

Can you find these words?

- DISHWASHERDOOR
- DISHWASHER
- DOORLATCH
- TOPRACK
- PLATES
- DRAWER
- START
- DIRTY
- SINK
- BOTTOMRACK
- DETERGENT
- UTENSILS
- SAUCERS
- FAUCET
- STACK
- TABLE
- CUPS
- SILVERWARE
- DISPENSER
- COUNTER
- DISHES
- BASKET
- EMPTY
- SHARP
- PUSH

Washing Dishes Using a Dishwasher Word Search Puzzle 3

Name ______________________________

```
K N D E I B F V J T S R L O P Z P J B J Y
Q O A J G B Y J K F E M P T Y H K T T K N
O Q U N W Q O S T W P P O R H O G T W J Q
S X L I Y T V T A T I R U D T B N C Y Z H
C D T B U L A R T U N Z T I H B G B T O T
G U Z L S Y D B N O C V O S E A R Z M N Q
A P P Z B P G K L M M E P H U S X Q M S X
A D I S H W A S H E R R R E X K V H P F K
P N A A Y H L D I S H W A S H E R D O O R
F A V C D I K E I L T C C C T T K N I O S
C Y E J S O H T S S V A K J K Y U P Y B T
R A C N K M O E W I P E C A E N R L J X H
C X E U Q W T R Y H N E R K V A Z X K O L
O T D U I A W G L F L K N W H K Z K D O X
U P S I L K A E T A I F D S A W I S Z M O
N H H P U S H N N U T Z Q T E R Y Q P R V
T S F K I S G T B C O C K A D R E E K J N
E T H P X L E I I E E B H R X I G L K L N
R U L H O O D I R T Y R J T Y Y D M I Q B
```

Can you find these words?

DISHWASHERDOOR
DISHWASHER
DOORLATCH
TOPRACK
PLATES
DRAWER
START
DIRTY
SINK

BOTTOMRACK
DETERGENT
UTENSILS
SAUCERS
FAUCET
STACK
TABLE
CUPS

SILVERWARE
DISPENSER
COUNTER
DISHES
BASKET
EMPTY
SHARP
PUSH

Crossword Puzzles

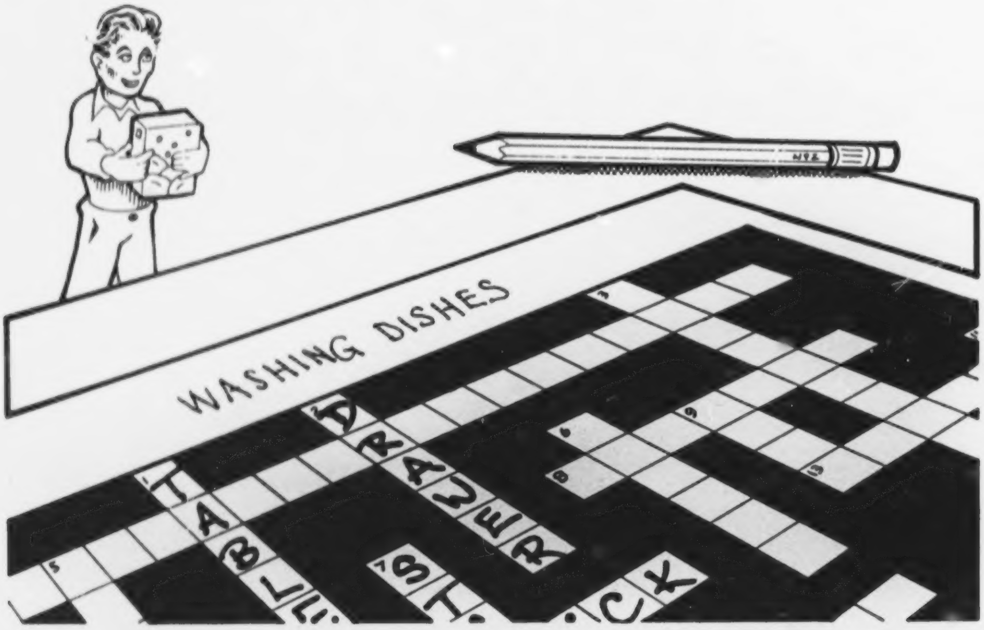
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in washing dishes.

MATERIALS: Crossword Puzzle 1, 2, or 3

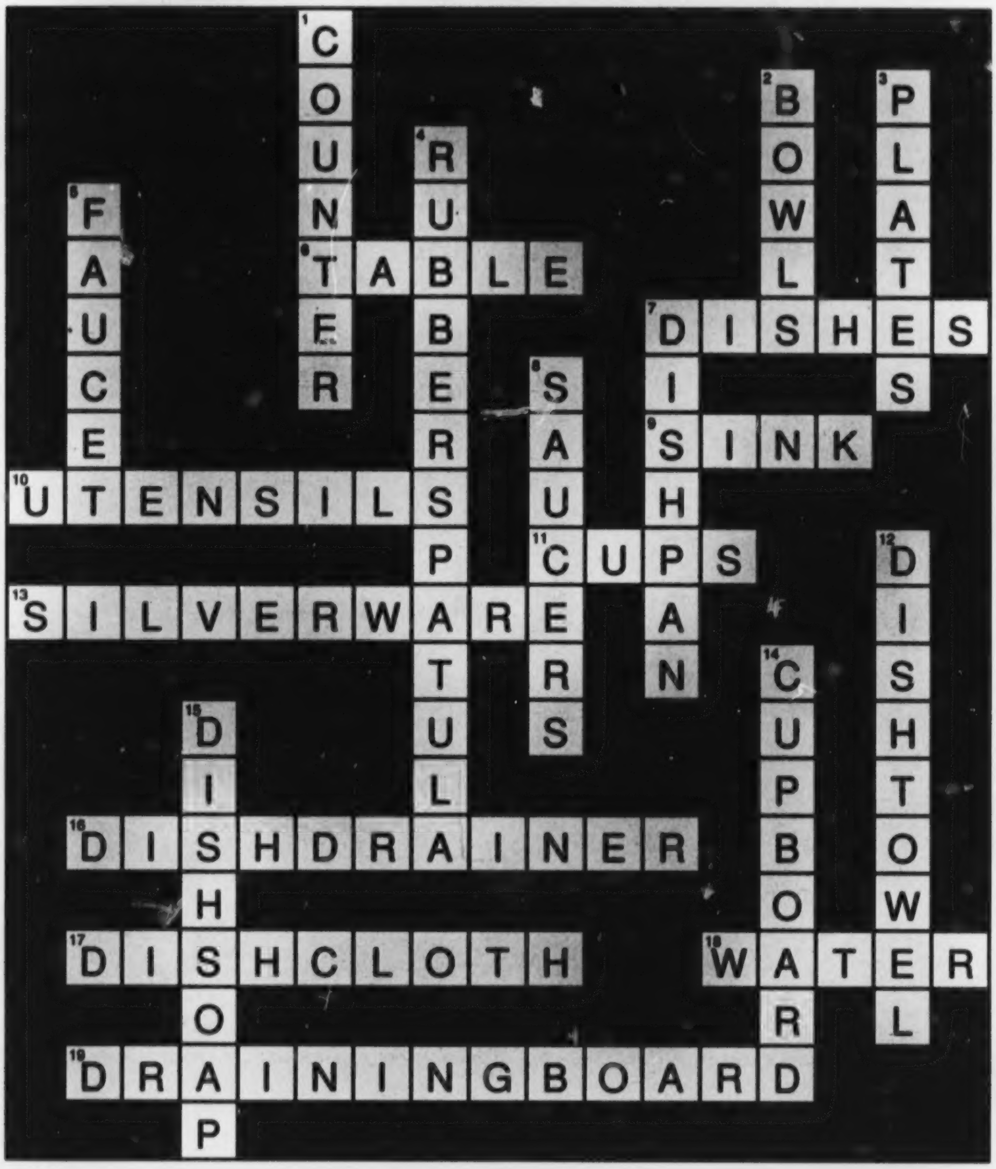
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



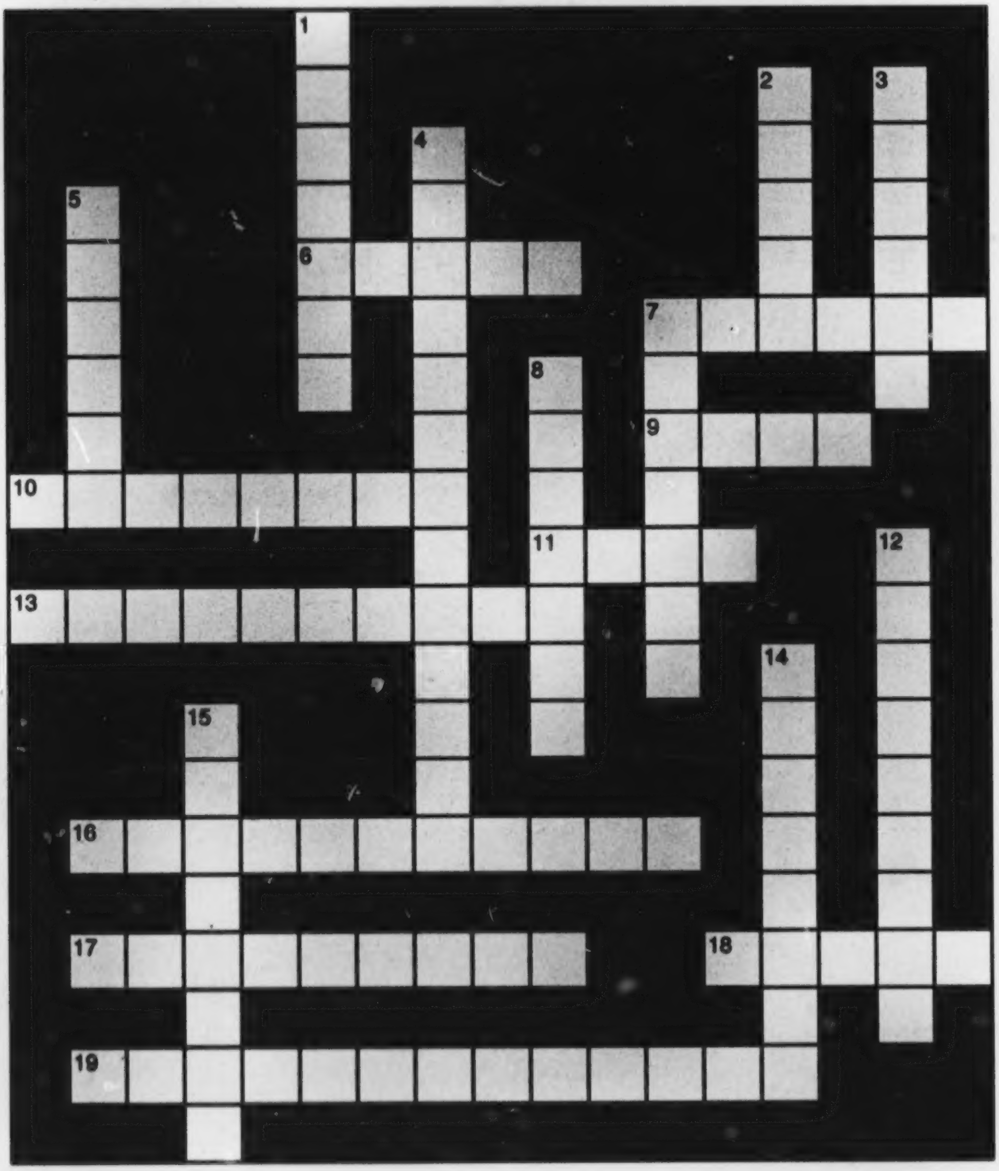
Washing Dishes Using a Sink or Dishpan
Answer Key
Crossword Puzzles 1, 2, 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 COUNTER
2 BOWLS
3 PLATES
4 RUBBERSPATULA
5 FAUCET
6 TABLE
7 DISHES
7 DISHPAN
8 SAUCERS
9 SINK
10 UTENSILS
11 CUPS
12 DISHTOWEL
13 SILVERWARE
14 CUPBOARD
15 DISHSOAP
16 DISHDRAINER
17 DISHCLOTH
18 WATER
19 DRAININGBOARD

Washing Dishes Using a Sink or Dishpan Crossword Puzzles 1, 2, and 3

Name ______________________________


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19

Washing Dishes Using a Sink or Dishpan
Crossword Puzzle 1

Name ______________________________

Across Clues

6. TABLE
7. DISHES
9. SINK
10. UTENSILS
11. CUPS
13. SILVERWARE
16. DISHDRAINER (2 words)
17. DISHCLOTH
18. WATER
19. DRAININGBOARD (2 words)

Down Clues

1. COUNTER
2. BOWLS
3. PLATES
4. RUBBERSPATULA (2 words)
5. FAUCET
7. DISHPAN
8. SAUCERS
12. DISHTOWEL (2 words)
14. CUPBOARD
15. DISHSOAP (2 words)

Word List

BOWLS
CUPBOARD
DISHCLOTH
DISHPAN
DRAINING BOARD
SAUCERS
SILVERWARE

WATER
COUNTER
DISH TOWEL
FAUCET
PLATES
SINK

TABLE
CUPS
DISH DRAINER
DISH SOAP
RUBBER SPATULA
UTENSILS

Washing Dishes Using a Sink or Dishpan
Crossword Puzzle 2

Name ________________________________

Across Clues

6. TABLE—place you sit at to eat
7. DISHES—plates, bowls, or cups
9. SINK—used to wash dishes in
10. UTENSILS—fork, spoon, or knife
11. CUPS—used to drink from
13. SILVERWARE—used to eat with
16. DISH DRAINER—used to set dishes in to dry
17. DISHCLOTH—used to wash dishes
18. WATER—clear liquid
19. DRAINING BOARD—holds water from dish drainer

Down Clues

1. COUNTER—place to stack dishes on
2. BOWLS—used to pour cereal in
3. PLATES—used to serve food on
4. RUBBER SPATULA—used to scrape food from dishes
5. FAUCET—place water comes from
7. DISHPAN—used to hold water and put dishes in
8. SAUCERS—dishes used to put cups on
12. DISH TOWEL—used to dry dishes
14. CUPBOARD—used to store dishes
15. DISH SOAP—used to clean dishes

Word List

BOWLS
CUPBOARD
DISHCLOTH
DISHPAN
DRAINING BOARD
SAUCERS
SILVERWARE
WATER
COUNTER
DISH TOWEL
FAUCET
PLATES
SINK
TABLE
CUPS
DISH DRAINER
DISH SOAP
RUBBER SPATULA
UTENSILS

Washing Dishes Using a Sink or Dishpan
Crossword Puzzle 3

Name ______________________________

Across Clues

6. place you sit at to eat
7. plates, bowls, or cups
9. used to wash dishes in
10. fork, spoon, or knife
11. used to drink from
13. used to eat with
16. used to set dishes in to dry
17. used to wash dishes
18. clear liquid
19. holds water from dish drainer

Down Clues

1. place to stack dishes on
2. used to pour cereal in
3. used to serve food on
4. used to scrape food from dishes
5. place water comes from
7. used to hold water and put dishes in
8. dishes used to put cups on
12. used to dry dishes
14. used to store dishes
15. used to clean dishes

Word List

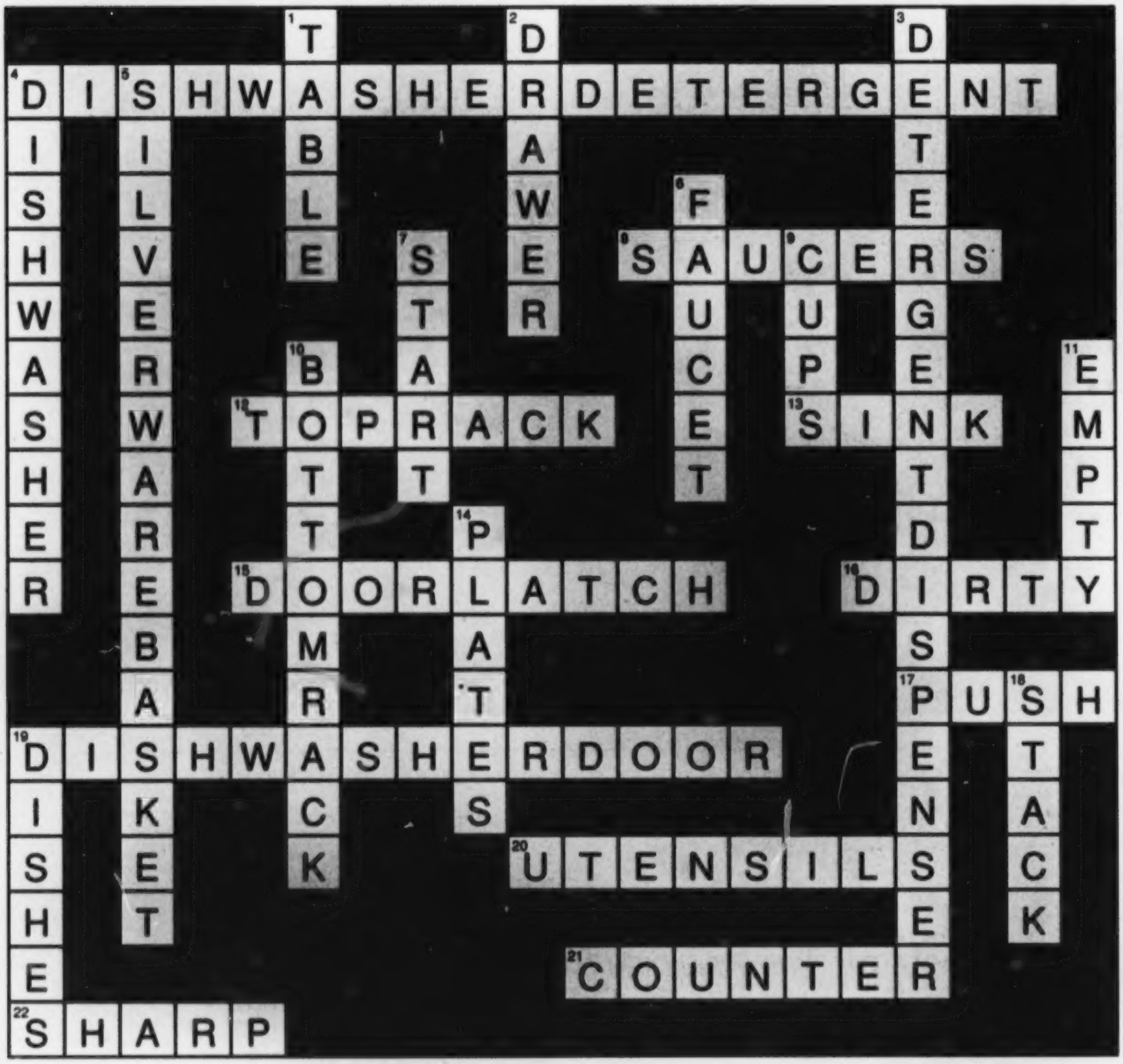
BOWLS
CUPBOARD
DISHCLOTH
DISHPAN
DRAINING BOARD
SAUCERS
SILVERWARE

WATER
COUNTER
DISH TOWEL
FAUCET
PLATES
SINK

TABLE
CUPS
DISH DRAINER
DISH SOAP
RUBBER SPATULA
UTENSILS

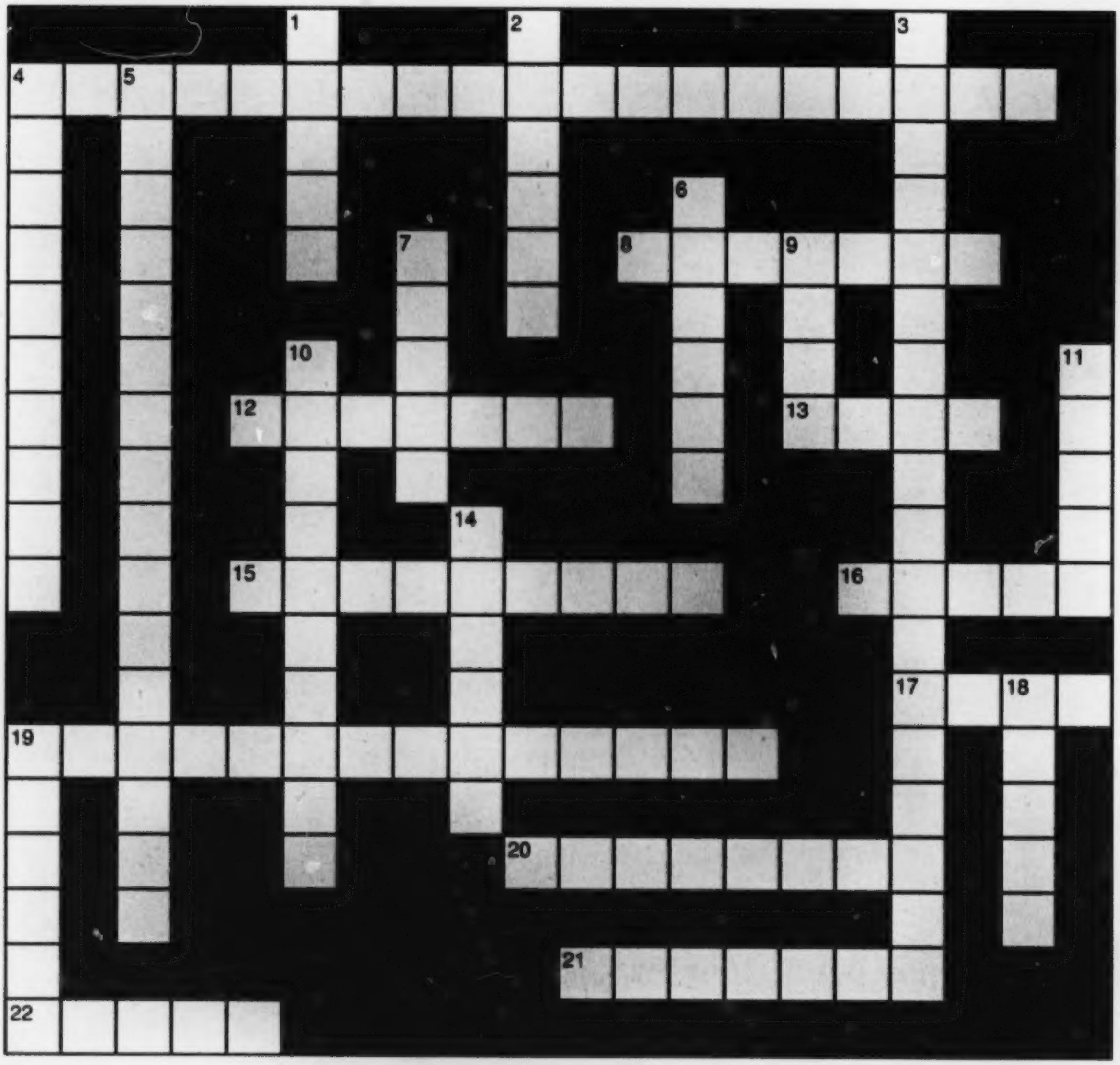
Washing Dishes Using a Dishwasher
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 TABLE
2 DRAWER
3 DETERGENT DISPENSER
4 DISHWASHER DETERGENT
4 DISHWASHER
5 SILVERWARE BASKET
6 FAUCET
7 START
8 SAUCERS
9 CUP
10 BOTTOM RACK
11 EMPTY
12 TOP RACK
13 SINK
14 PLATES
15 DOOR LATCH
16 DIRTY
17 PUSH
18 STACK
19 DISHWASHER DOOR
19 DISHES
20 UTENSILS
21 COUNTER
22 SHARP

Washing Dishes Using a Dishwasher
Crossword Puzzles 1, 2, and 3

Name ______________________________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Washing Dishes Using a Dishwasher
Crossword Puzzle 1

Name ______________________________

Across Clues

4. DISHWASHERDETERGENT (2 words)
8. SAUCERS
12. TOPRACK (2 words)
13. SINK
15. DOORLATCH (2 words)
16. DIRTY
17. PUSH
19. DISHWASHERDOOR (2 words)
20. UTENSILS
21. COUNTER
22. SHARP

Down Clues

1. TABLE
2. DRAWER
3. DETERGENTDISPENSER (2 words)
4. DISHWASHER
5. SILVERWAREBASKET (2 words)
6. FAUCET
7. START
9. CUPS
10. BOTTOMRACK (2 words)
11. EMPTY
14. PLATES
18. STACK
19. DISHES

Word List

BOTTOM RACK
DETERGENT DISPENSER
DISHWASHER DETERGENT
FAUCET
SAUCERS
SILVERWARE BASKET
UTENSILS

COUNTER
DIRTY
DISHWASHER
DISHES
DRAWER
PLATES
SHARP
START
TABLE

CUPS
DISHWASHER DOOR
DOOR LATCH
EMPTY
PUSH
SINK
STACK
TOP RACK

Washing Dishes Using a Dishwasher
Crossword Puzzle 2

Name ____

Across Clues

4. DISHWASHER DETERGENT—special soap used in a dishwasher
8. SAUCERS—dishes used to put cups on
12. TOP RACK—the opposite of bottom rack
13. SINK—used to wash dishes in
15. DOOR LATCH—handle used to lock door
16. DIRTY—the opposite of clean
17. PUSH—the opposite of pull
19. DISHWASHER DOOR—the front of the dishwasher
20. UTENSILS—forks, spoons, and knives
21. COUNTER—top of cabinets used for stacking dishes
22. SHARP—a pointed edge

Down Clues

1. TABLE—place you sit at to eat
2. DRAWER—place to store utensils
3. DETERGENT DISPENSER—place to pour dishwasher detergent
4. DISHWASHER—used to wash dishes
5. SILVERWARE BASKET—place to put silverware in a dishwasher
6. FAUCET—place water comes through
7. START—to begin
9. CUPS—used to drink from
10. BOTTOM RACK—the opposite of top rack
11. EMPTY—to remove everything
14. PLATES—used to serve food on
18. STACK—to place dishes on top of each other
19. DISHES—plates, bowls, and cups

Word List

BOTTOM RACK
DETERGENT DISPENSER
DISHWASHER DETERGENT
FAUCET
SAUCERS
SILVERWARE BASKET
UTENSILS

COUNTER
DIRTY
DISHWASHER
DISHES
DRAWER
PLATES
SHARP
START
TABLE

CUPS
DISHWASHER DOOR
DOOR LATCH
EMPTY
PUSH
SINK
STACK
TOP RACK

Washing Dishes Using a Dishwasher
Crossword Puzzle 3

Name ______________________________

Across Clues

4. special soap used in a dishwasher
8. dishes used to put cups on
12. the opposite of bottom rack
13. used to wash dishes in
15. handle used to lock door
16. the opposite of clean
17. the opposite of pull
19. the front of the dishwasher
20. forks, spoons, and knives
21. top of cabinets used for stacking dishes
22. a pointed edge

Down Clues

1. place you sit at to eat
2. place to store utensils
3. place to pour dishwasher detergent
4. used to wash dishes
5. place to put silverware in a dishwasher
6. place water comes through
7. to begin
9. used to drink from
10. the opposite of top rack
11. to remove everything
14. used to serve food on
18. to place dishes on top of each other
19. plates, bowls, and cups

Word List

BOTTOM RACK
DETERGENT DISPENSER
DISHWASHER DETERGENT
FAUCET
SAUCERS
SILVERWARE BASKET
UTENSILS

COUNTER
DIRTY
DISHWASHER
DISHES
DRAWER
PLATES
SHARP
START
TABLE

CUPS
DISHWASHER DOOR
DOOR LATCH
EMPTY
PUSH
SINK
STACK
TOP RACK

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

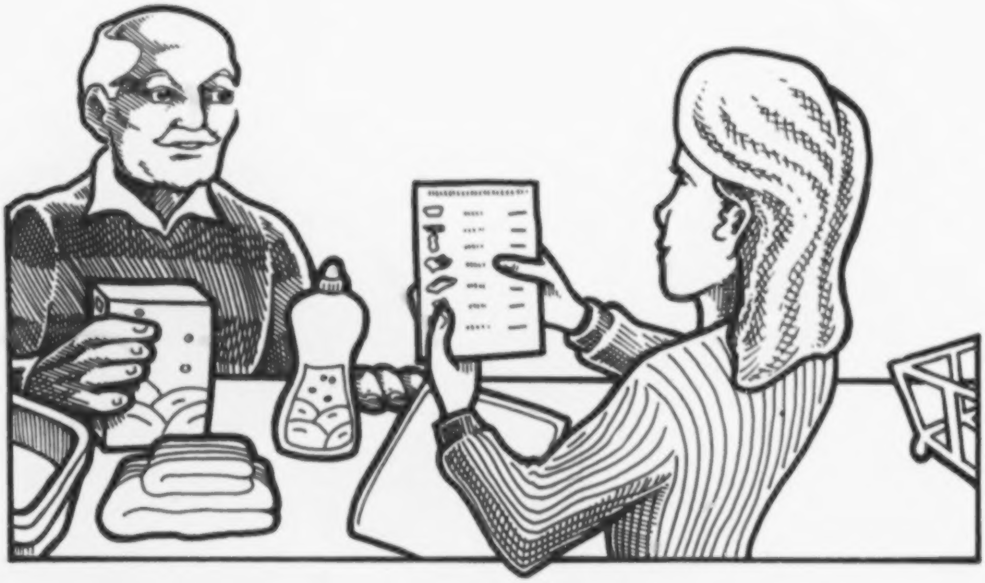
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 387-394)

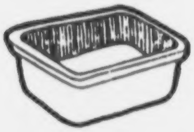
ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

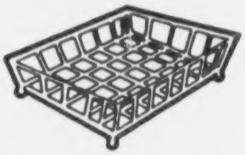


Washing Dishes
Shopping List Worksheet

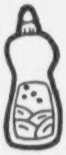
Name ____



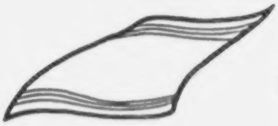
Dishpan ____________ ¢



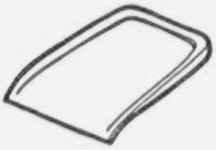
Dish Drainer ____________ ¢



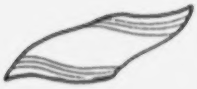
Dish Soap ____________ ¢



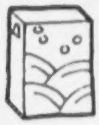
Dish Towel ____________ ¢



Draining Board ____________ ¢



Dish Cloth ____________ ¢



Dishwasher Detergent ____________ ¢

Total ____________ ¢

Label Objects or Pictures

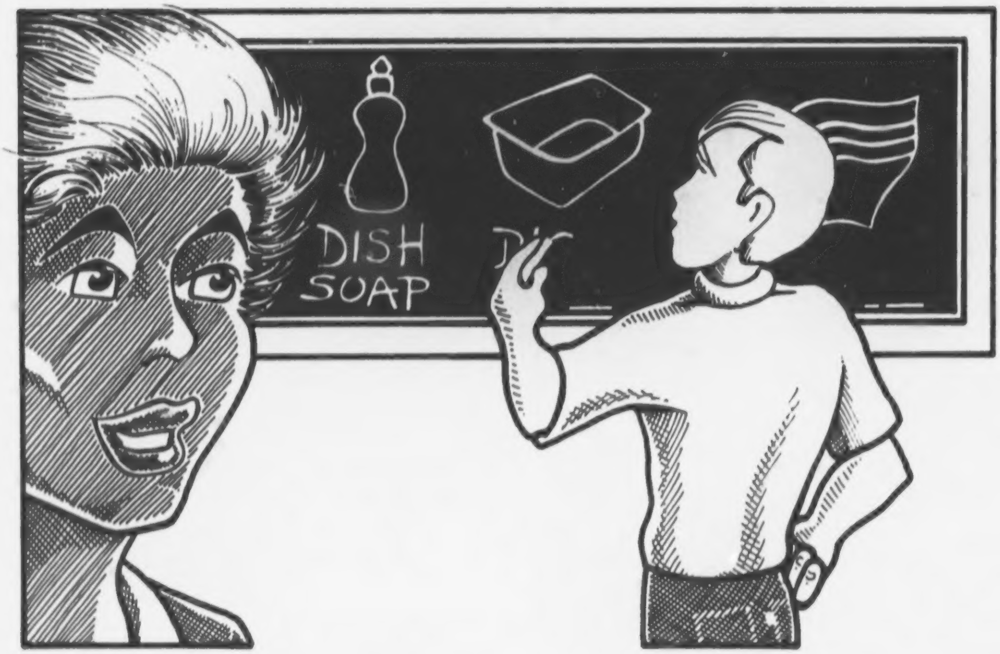
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in washing dishes.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Washing Dishes, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITY:

1. Present objects used in washing dishes. Ask, "What is it?" Help the individual to name the object, using an expressive communication system.
2. Present pictures of objects used in washing dishes. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



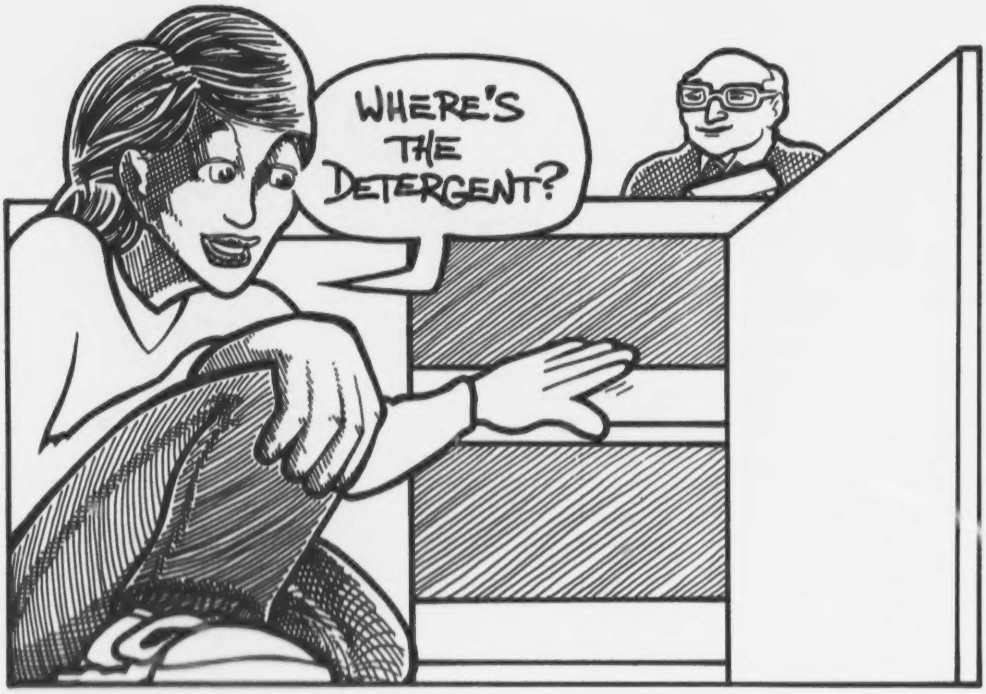
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of washing dishes.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Washing Dishes, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITY: Direct the individual to wash dishes. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.


WHERE'S THE DETERGENT?

Label or Request Actions

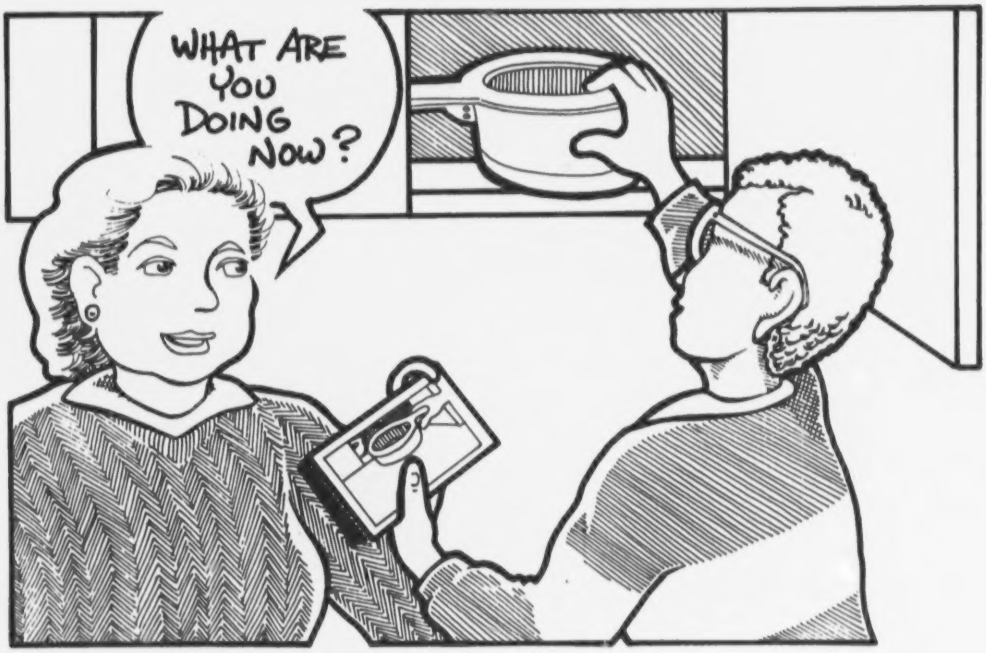
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with washing dishes, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITY:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.


WHAT ARE YOU DOING NOW?

Express Action Steps, Using a Word, Phrase, or Sentence

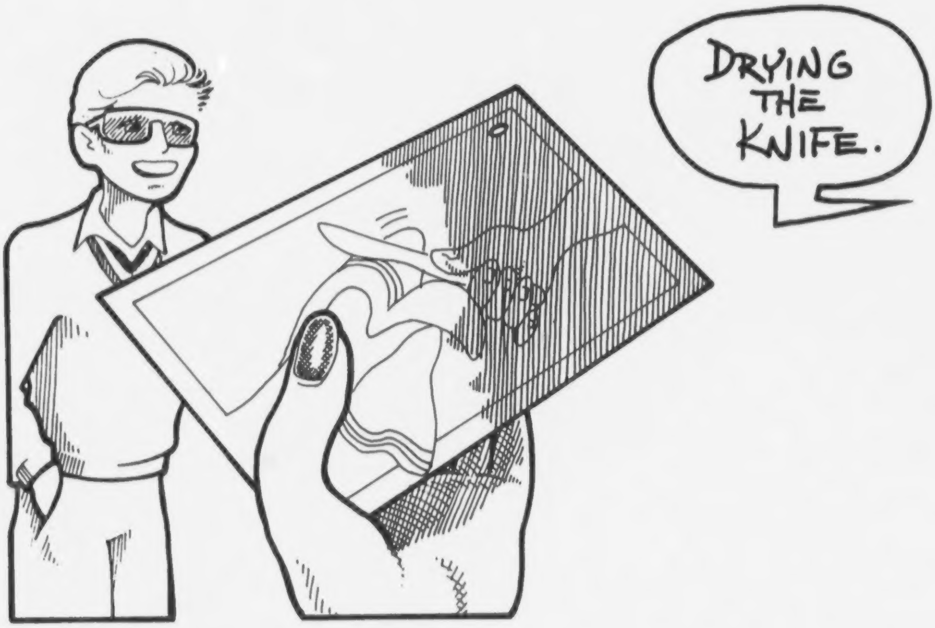
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITY:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


DRYING THE KNIFE.

Answer Simple Questions

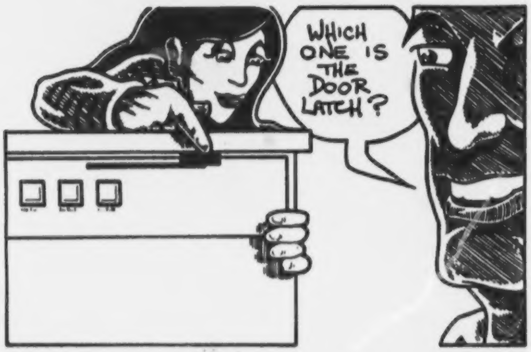
GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of washing dishes.

MATERIALS: Simple Questions for Washing Dishes (pages 318-321)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITY:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Washing Dishes lists. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Washing Dishes lists. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


WHICH ONE IS THE DOOR LATCH?

Washing Dishes
Multiple Choice Questions

Name ____

1. When washing dishes by hand, where do you put the soapy water and dirty dishes?
   a. In the bathtub or shower
   b. In the sink or dishpan
   c. In the washer and dryer

2. Where do you scrape food left on dinner plates before you wash the dishes?
   a. In the refrigerator
   b. In the garage
   c. In the garbage disposal or wastebasket

3. What kind of cleaner do you use to wash dishes?
   a. Dish soap or dishwasher detergent
   b. Bleach and laundry soap
   c. Spray cleaner and cleanser

4. When washing by hand, where do you set the dishes to dry after they have been rinsed?
   a. In the cupboard
   b. On the counter
   c. In the dish drainer

5. When do you run the dishwasher?
   a. When it is loaded with dirty dishes
   b. When it is dinnertime
   c. When the timer goes off

6. When using a dishwasher, where do you pour the dishwasher detergent?
   a. On the silverware
   b. In the detergent dispenser
   c. In the sink

7. When using a dishwasher, where do you place the silverware?
    a. In the silverware basket
    b. In the dishpan
    c. On the towel rack

8. Where do you put the silverware when it is dry?
    a. In the dishwasher
    b. In the silverware tray or drawer
    c. In the closet

9. When using a dishwasher, what do you use to select the wash and dry settings?
    a. The timer
    b. The stove
    c. The selector panel

10. When do you unload the dishwasher?
    a. When it is full
    b. When the dishes are clean and dry
    c. When the dishes are dirty

Washing Dishes
Yes/No Questions

Name ______________________________

1. Do you put clean pots and pans in the top rack of the dishwasher?
   YES NO
2. Do you put dishwasher detergent in the silverware tray of the dishwasher?
   YES NO
3. Do you use the selector panel on the dishwasher to choose the appropriate wash and dry cycles?
   YES NO
4. Do you wash the dishes when they are dirty?
   YES NO
5. Do you put the dishcloth and dish towel in the laundry when they get dirty?
   YES NO
6. Do you put the draining board under the dish drainer?
   YES NO
7. Do you put the silverware in the garbage disposal?
   YES NO
8. Do you use a key to latch the dishwasher door?
   YES NO
9. Do you scrape food left on dinner plates into the garbage disposal or garbage can?
   YES NO
10. Do you use a spatula to wash the dishes?
    YES NO

Request Objects, Using a Sentence

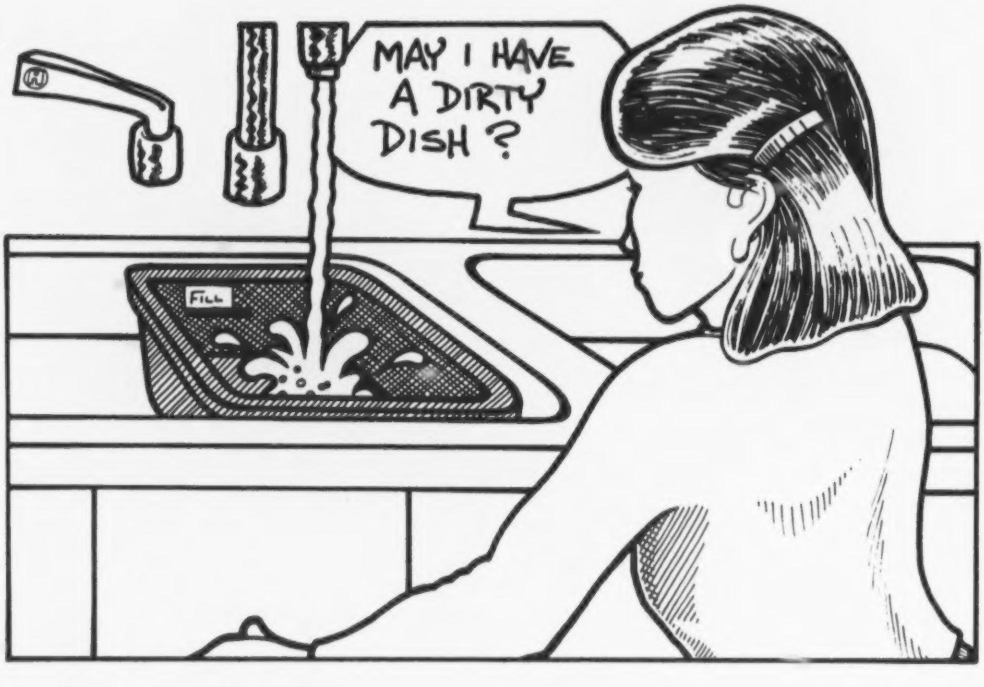
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for washing dishes, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary Lists, pages 241-242)
Shopping List Worksheet (page 357)
Flip Book pictures

ACTIVITY:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


MAY I HAVE A DIRTY DISH ?
FILL

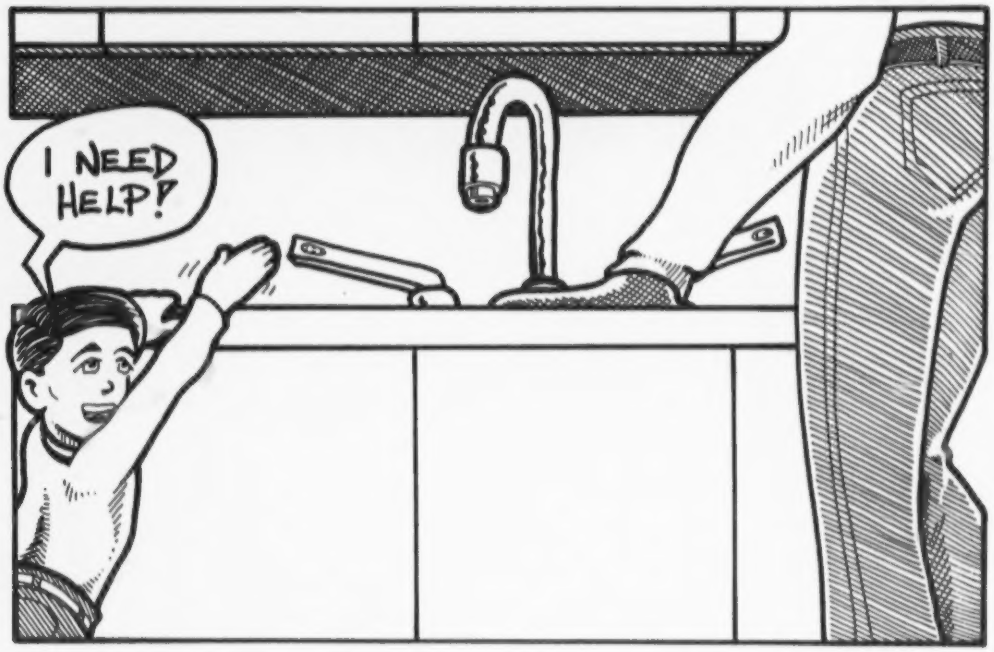
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITY: Assist the individual in requesting help when it is needed while washing dishes. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.



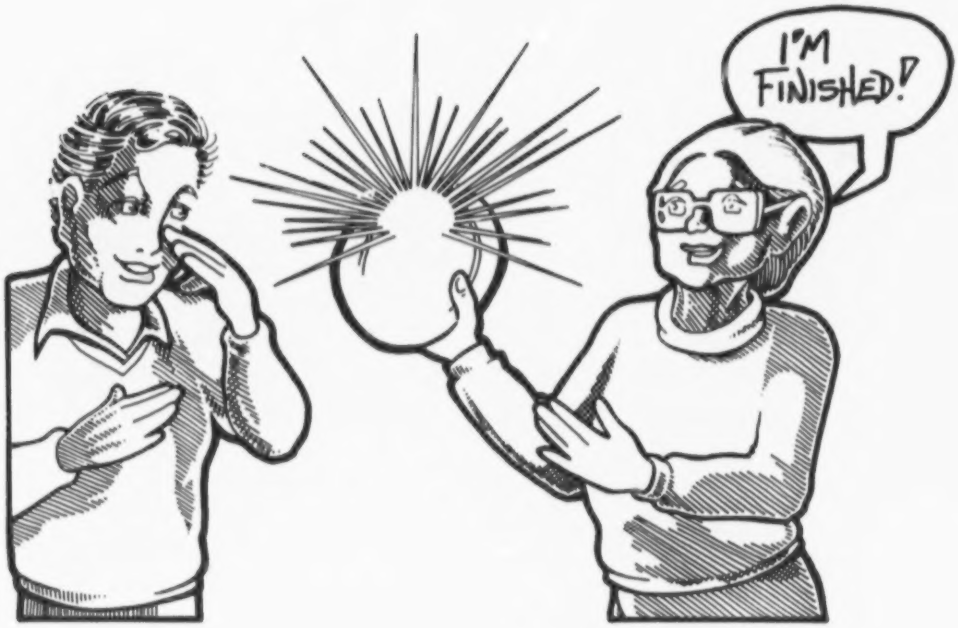
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITY: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."


I'M FINISHED!

Request Information

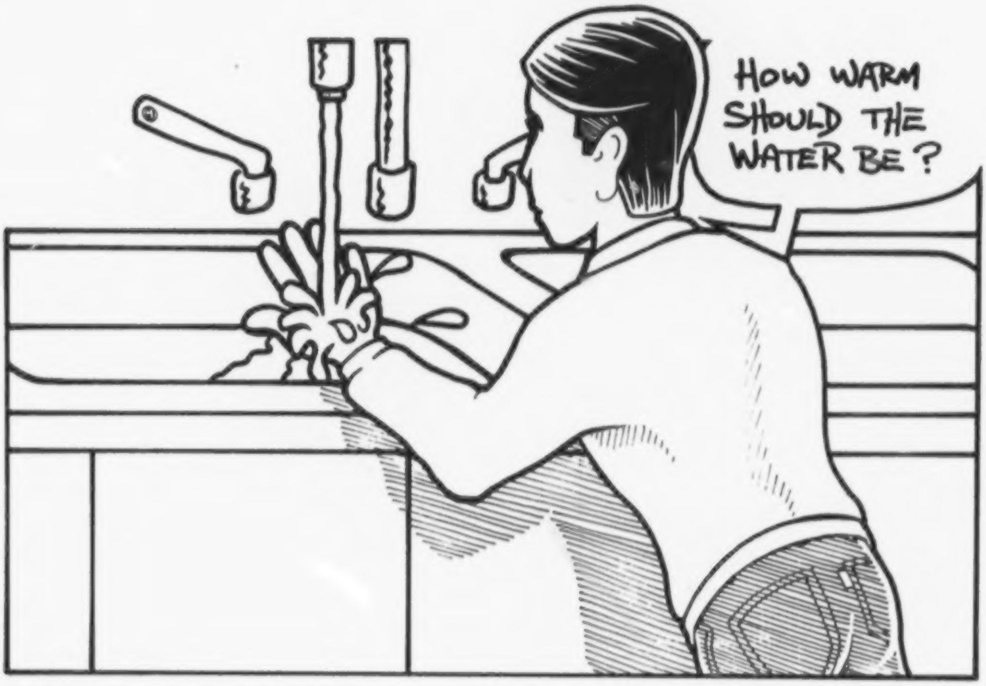
GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of washing dishes.

MATERIALS: Objects used in the task (See Vocabulary Lists, pages 241-242)
Flip Book pictures

ACTIVITY:

1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


HOW WARM SHOULD THE WATER BE?
DJ

Express Varied Sentence Structures and Pragmatic Functions

GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures

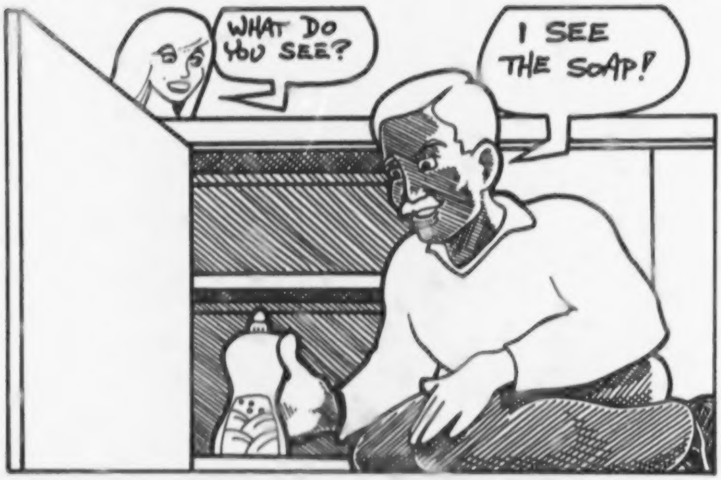
Objects used in the task (See Vocabulary Lists, pages 241-242)

Money

Coin Value Worksheets (pages 387-394)

ACTIVITY:

1. Engage the individual in conversation about washing dishes. Help the individual to use a variety of sentence structures, such as "I am going to wash dishes" (agent + action + object) or "Dirty dishes!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of washing dishes. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.


WHAT DO YOU SEE?
I SEE THE SOAP!

Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

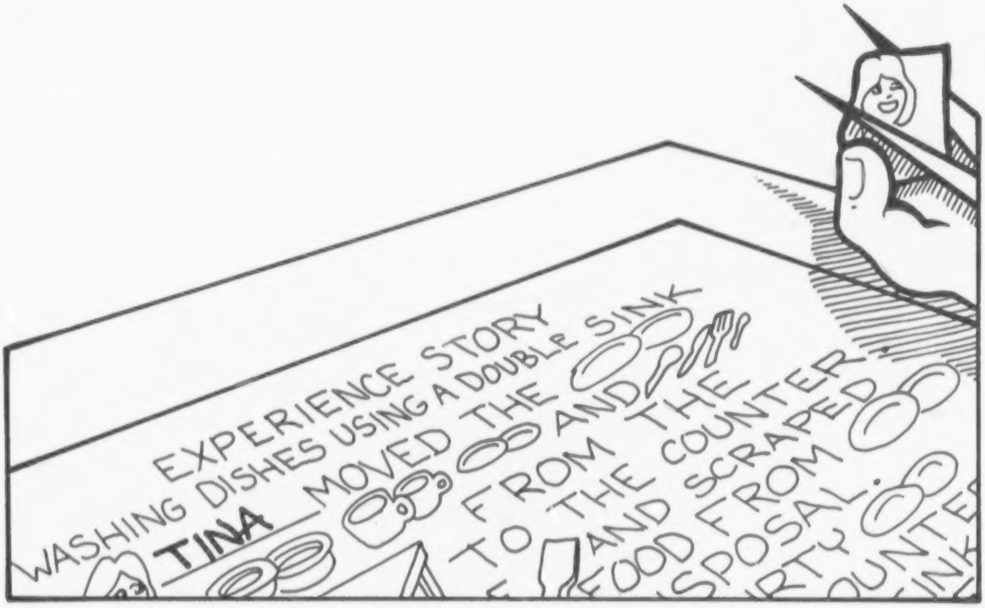
MATERIALS: Experience Story

Experience Story Faces (pages 395-398)

ACTIVITY:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


EXPERIENCE STORY
WASHING DISHES USING A DOUBLE SINK
TINA MOVED THE
AND
FROM THE
TO THE COUNTER
AND SCRAPED
FOOD FROM

Washing Dishes Using a Dishpan Experience Story

moved plates, bowls, cups, saucers, and silverware from the table to the counter.

got the rubber spatula and scraped the food from the dirty dishes into the garbage disposal.

After rinsing the dirty dishes, put each dish on the counter in a stack. Then turned the water off.

got the dishpan from its usual storage place and put it into the sink.

Next, got the dish drainer and the draining board from the usual storage place and put them on the counter next to the sink.

got the dish soap, dishcloth, and dish towel. set them on the counter.

☐ poured a small amount of dish soap into the dishpan, turned the water on, and filled the dishpan to the fill line.

Next, ☐ moved the faucet so the running water would go into the sink. ☐ put a few dirty dishes in the dishpan, and washed and rinsed the dishes until they were all clean.

☐ carefully washed and rinsed the sharp, pointed utensils and all the other silverware. Then ☐ placed the rinsed silverware in the silverware cup of the dish drainer.

When all the dishes and silverware were washed and rinsed, ☐ dried the dishes, sharp knives, and pointed utensils and put them in the proper storage places.

☐ poured off the water from the draining board, dried the draining board with the dish towel, and returned the draining board to its proper storage place.

Next, poured the dishwater out of the dishpan into the sink, rinsed the dishpan with clean water, dried the dishpan with the dish towel, and returned it to the usual storage place.

rinsed the dishcloth, wrung out the dishcloth, turned the water off, and hung the dishcloth and dish towel on the towel rack to dry.

Finally, returned the dish soap to its usual storage place.

When all the dishes were washed the kitchen looked so clean!

Washing Dishes Using a Double Sink
Experience Story

moved plates, bowls, cups, saucers, and silverware from the table to the counter.

got the rubber spatula and scraped the food from the dirty dishes into the garbage disposal.

After rinsing the dirty dishes, put each dish on the counter in a stack.

Then turned the water off.

placed the stopper in the sink and pressed the stopper to seal the sink closed.

Next, got the dish drainer and the draining board from the usual storage place and put them on the counter next to the sink.

got the dish soap, dishcloth, and dish towel and set them on the counter.

☐ poured a small amount of dish soap into the sink, turned the water on, and filled the sink to the fill line.

Next, ☐ moved the faucet so the running water would go into the empty sink. ☐ put a few dirty dishes in the soapy water and washed and rinsed the dishes until they were all clean.

☐ carefully washed and rinsed the sharp, pointed utensils and all the other silverware. Then ☐ placed the rinsed silverware in the silverware cup of the dish drainer.

When all the dishes and silverware were washed and rinsed, ☐ dried the dishes, sharp knives, and pointed utensils and put them in the proper storage places.

To finish this chore, ☐ poured the water from the draining board, dried the draining board with a dish towel, and returned the draining board to the proper storage place. ☐ pulled the stopper out of the sink and let the water drain. While waiting for the water to drain, ☐ rinsed out the dishcloth and hung it on the towel rack to dry.

Finally, ☐ moved the faucet and rinsed out the dirty sink, turned the water off, and returned the dish soap to its storage place.

When all the dishes were washed, the kitchen looked so clean!

Washing Dishes Using a Dishwasher Experience Story

☐ moved plates, bowls, cups, saucers, and silverware from the table to the counter.

☐ got the rubber spatula and scraped the food from the dirty dishes into the garbage disposal.

After rinsing the dirty dishes, ☐ put each dish on the counter in a stack. Then ☐ pulled out the top rack of the dishwasher and loaded the rack with small bowls, plates, cups, and glasses.

☐ pushed the top rack into the dishwasher, pulled out the bottom rack, and loaded the bottom rack with plates, large bowls, pots, and pans.

Nex ☐ loaded all the silverware and utensils into the silverware basket. Then ☐ pushed the bottom rack back into the dishwasher.

filled the detergent dispenser with dishwasher detergent, closed the lid on the detergent dispenser, and closed and latched the dishwasher door.

set the dishwasher to the wash and dry cycle and ran the dishwasher.

When the dry cycle was completed, opened the dishwasher door, pulled out the racks, removed the dishes, pots, and pans, and placed them in the appropriate cupboards and drawers.

finished the job by putting the silverware in the proper drawer or silverware tray, pushing in the racks, and closing the dishwasher door.

did such a great job of washing the dishes using a dishwasher!

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 357)

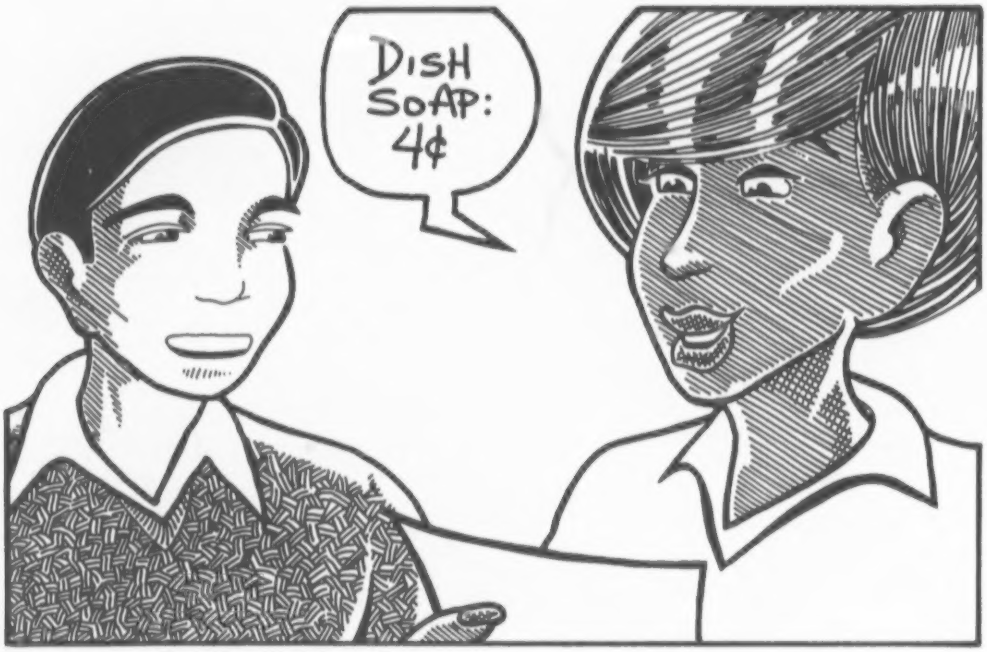
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 387-394)

ACTIVITY:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Washing Dishes
Skills Profile

Name ______________________________ Date ____________

Instructor ____________________________ Program __________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments:

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Washing Dishes
Goals and Objectives

Name ________________________________ Date ____________

Instructor ______________________________ Program __________

	________ Annual goal: To improve receptive language skills ________ Annual goal: To improve housekeeping skills	
	OBJECTIVES: ✓ to indicate selected objectives	
	1. The individual will recognize objects used in washing dishes when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of washing dishes.	______out of ______times
	3. The individual will recognize pictures of objects used in washing dishes, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with washing dishes, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for washing dishes when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of washing dishes, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of washing dishes, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of washing dishes, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of washing dishes, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in washing dishes, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with washing dishes, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in washing dishes.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in washing dishes.	______out of ______times
	2. The individual will request objects needed to complete the routine task of washing dishes.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with washing dishes, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of washing dishes.	______out of ______times
	6. The individual will request items needed for washing dishes, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of washing dishes.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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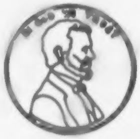
Supplementary Reproducible Materials

Coin Value Worksheet #1

1¢ =



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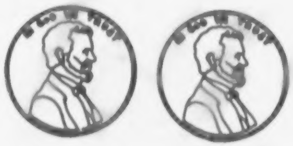

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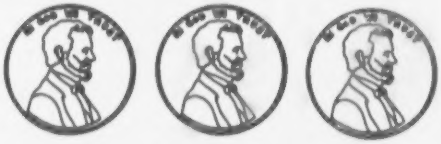

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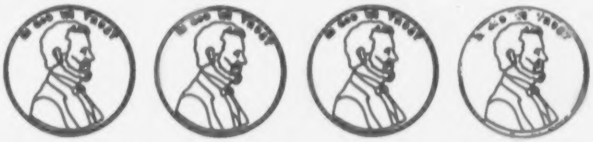

Coin Value Worksheet #2

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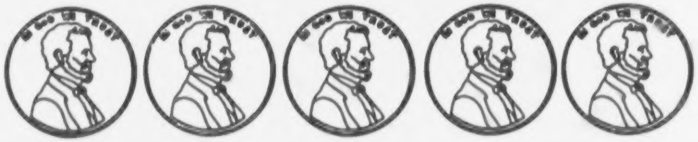

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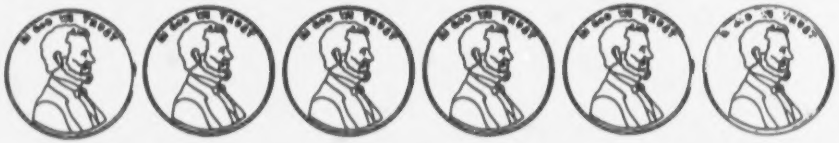

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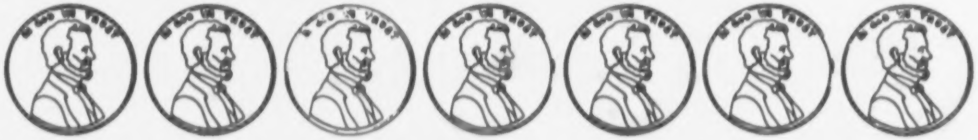

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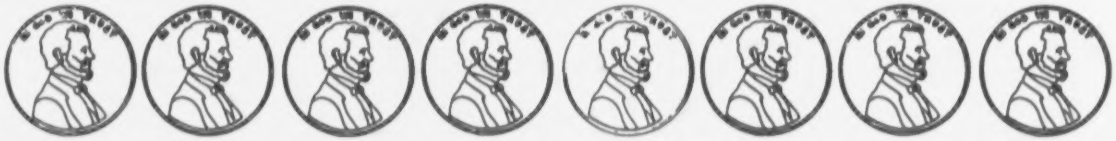

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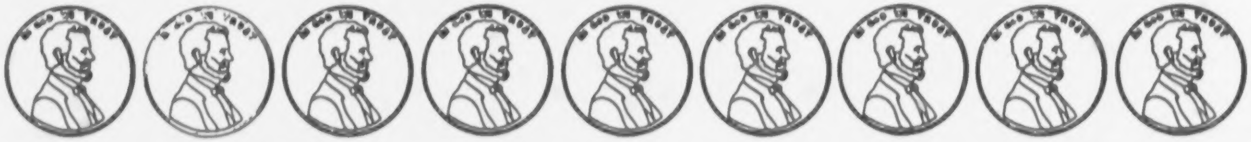

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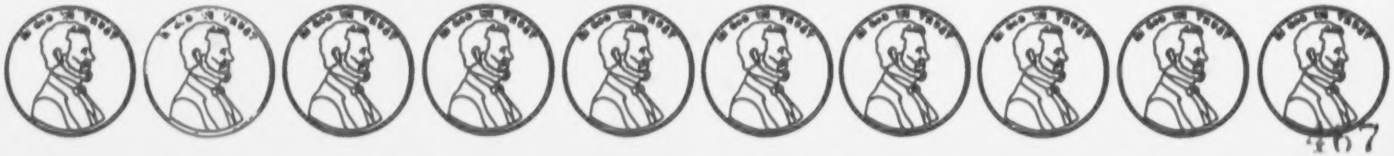
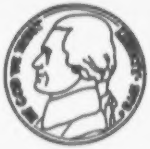


Coin Value Worksheet #3

5¢ =



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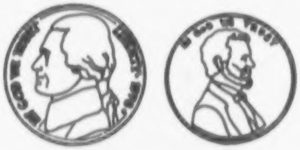

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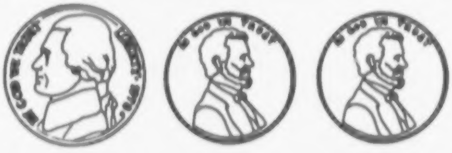

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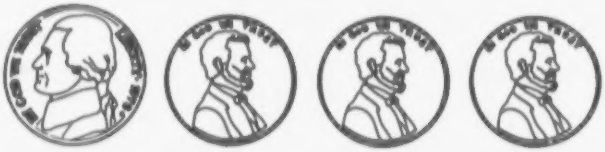

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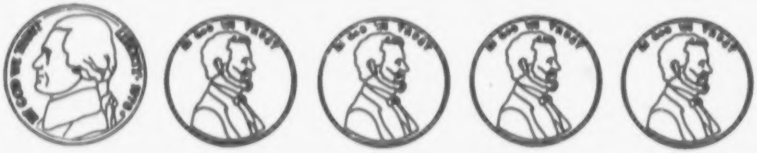

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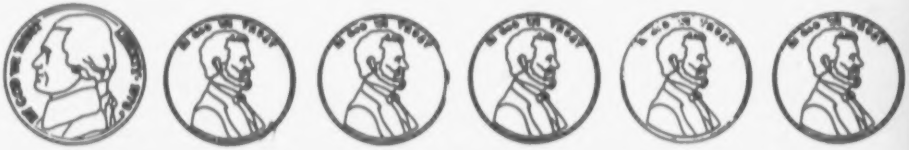

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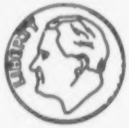
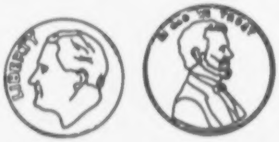
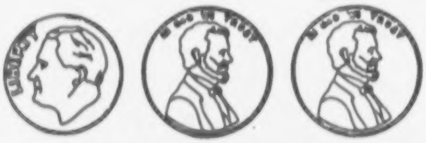
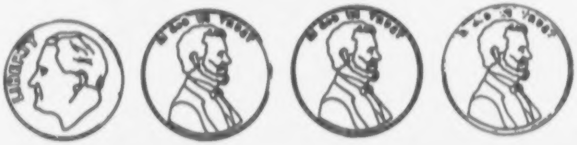
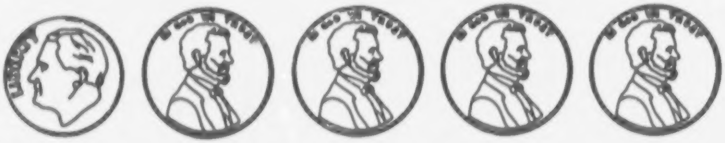
10¢ = 

11¢ = 

12¢ = 

13¢ = 

14¢ = 

Coin Value Worksheet #5

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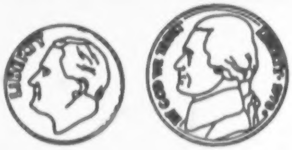

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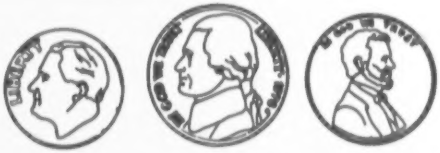

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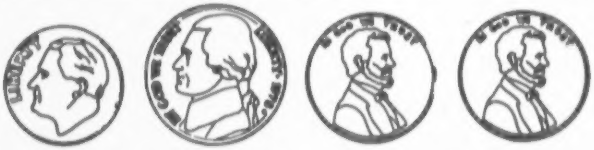

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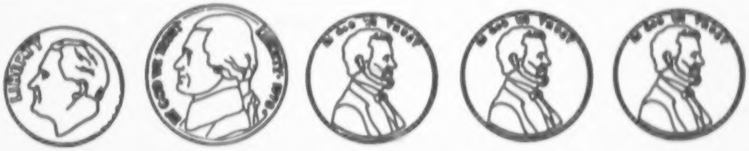

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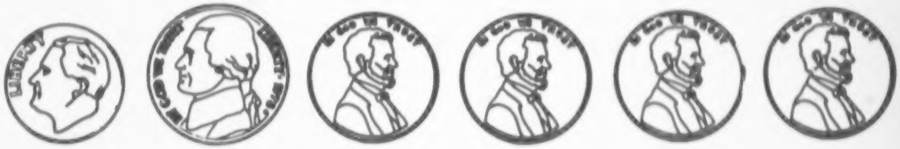

Coin Value Worksheet #6

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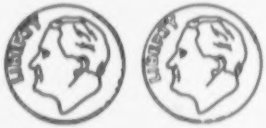

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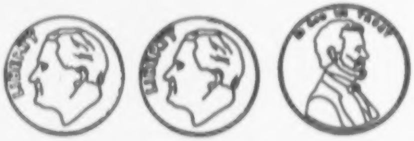

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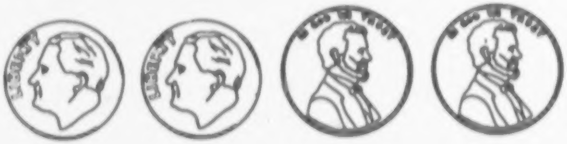

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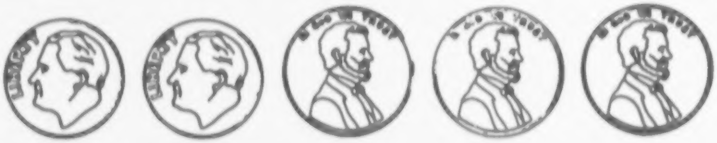

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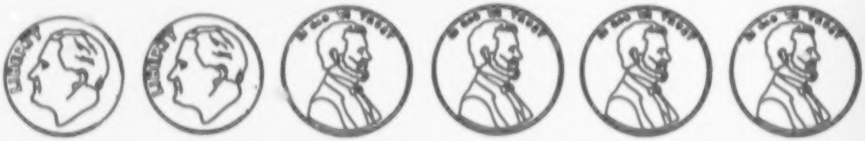

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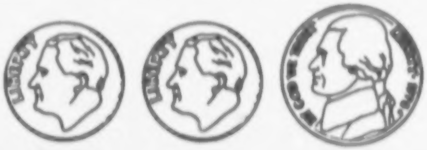

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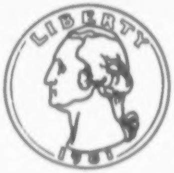

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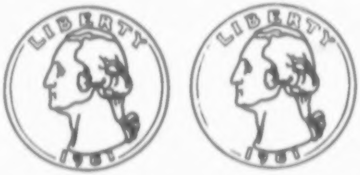
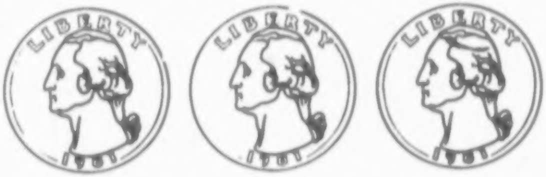

LIBERTY
LIBERTY

75¢ =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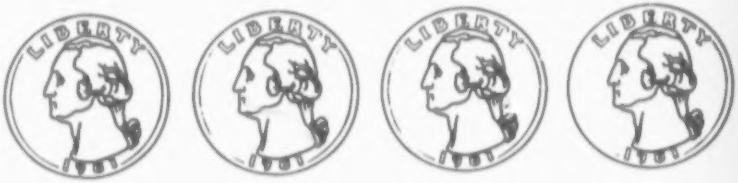
LIBERTY
LIBERTY

$1.00 =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LIBERTY
LIBERTY
LIBERTY

Coin Value Worksheet #8

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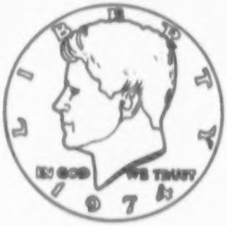
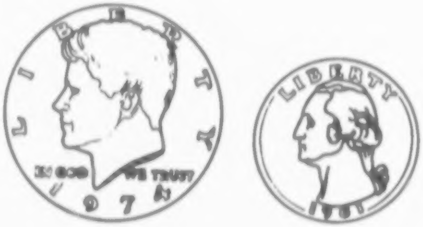
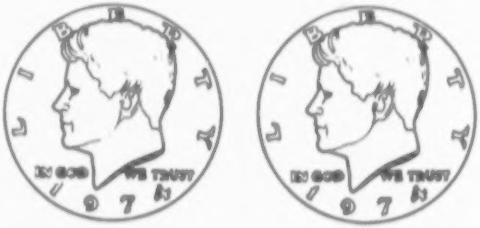

LIBERTY
IN GOD WE TRUST
1973

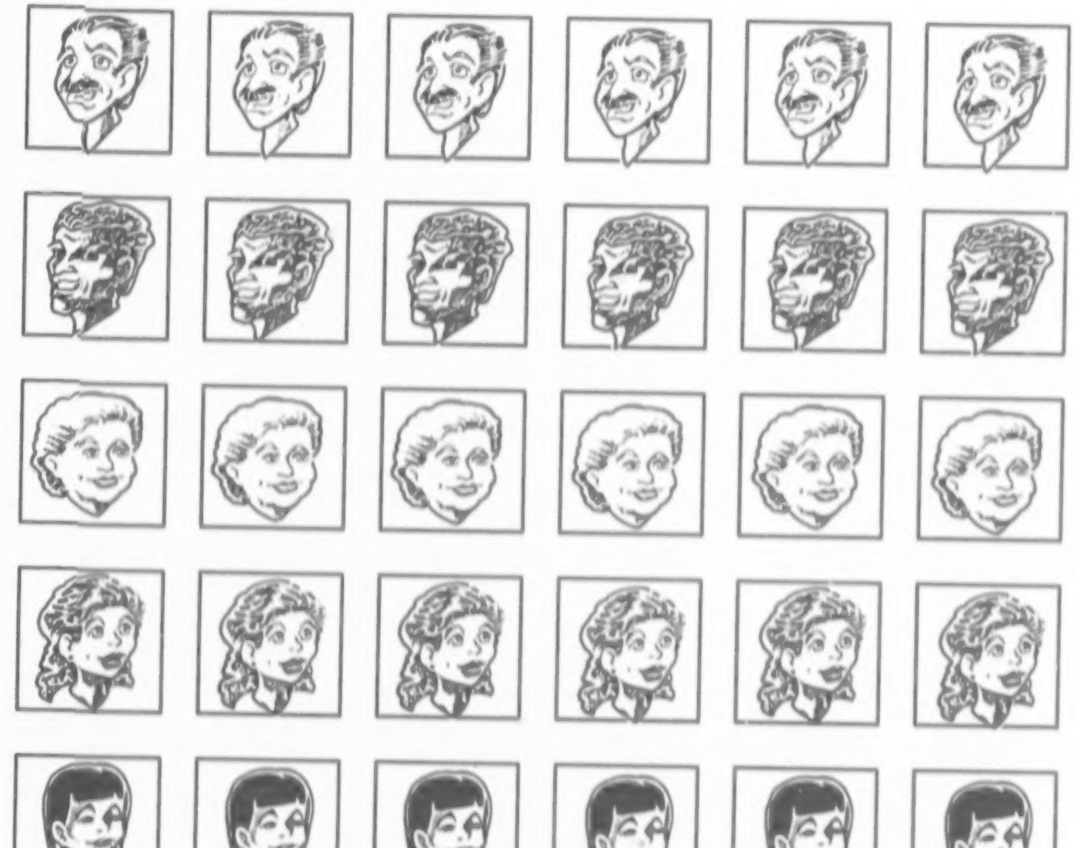
75¢ =


LIBERTY
IN GOD WE TRUST
1973
LIBERTY

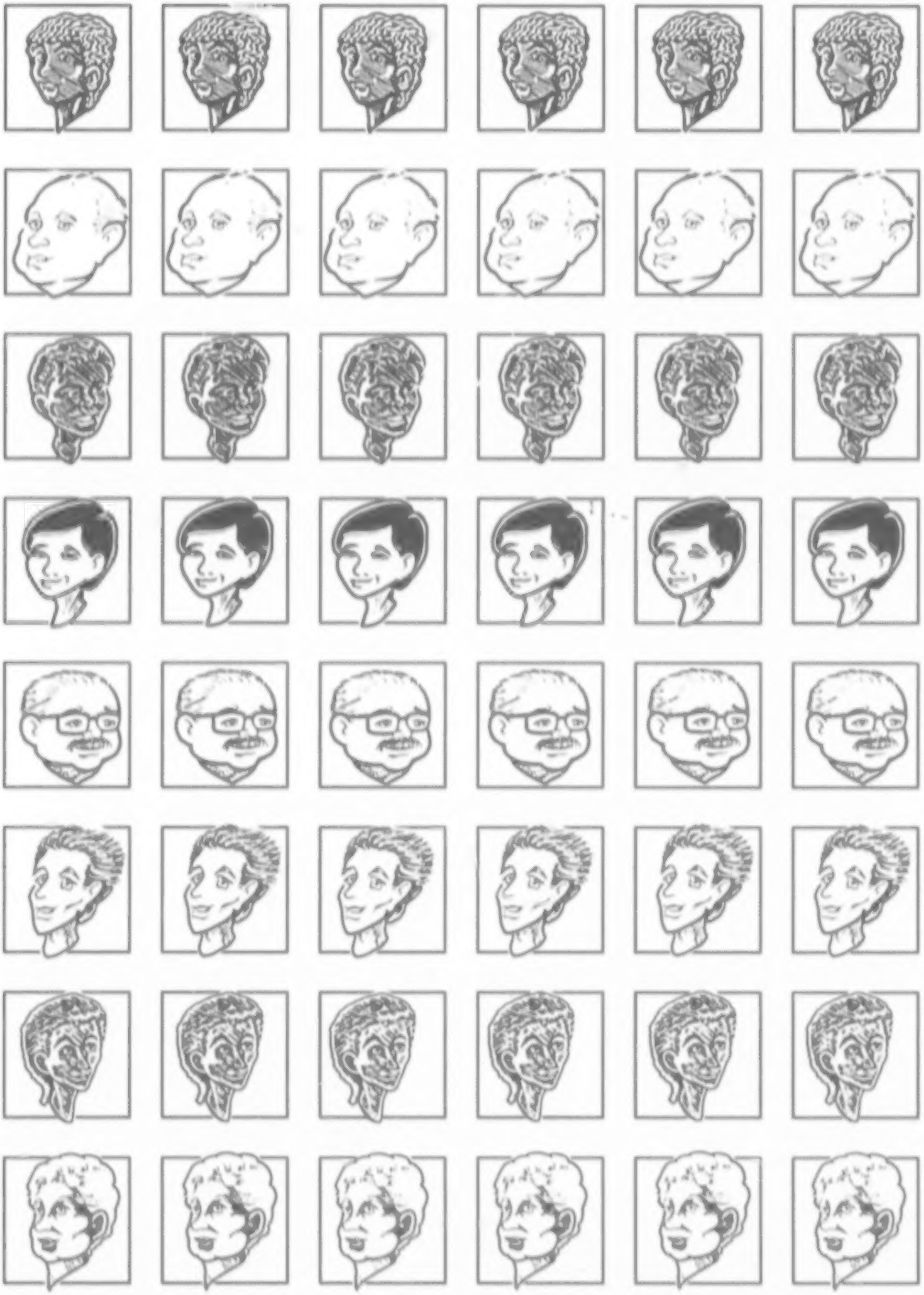
$1.00 =


LIBERTY
IN GOD WE TRUST
1973
LIBERTY
IN GOD WE TRUST
1973

Experience Story Faces

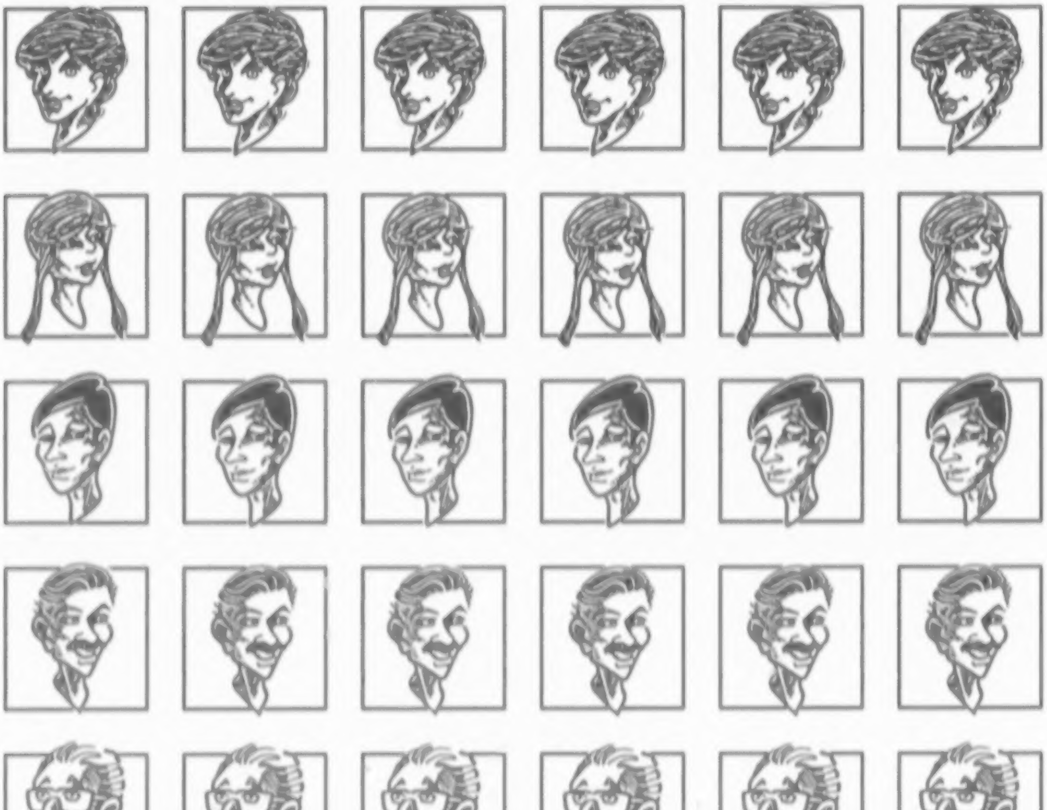


Experience Story Faces



Experience Story Faces

Experience Story Faces



Data Chart

Name ______________________________ Chore ______________________________

Objective ____

S—Independent/Spontaneous
I—Imitate Model/Demonstration
PC—Physical Cue
M—Manipulation
VC—Verbal Cue

Skill	Date														

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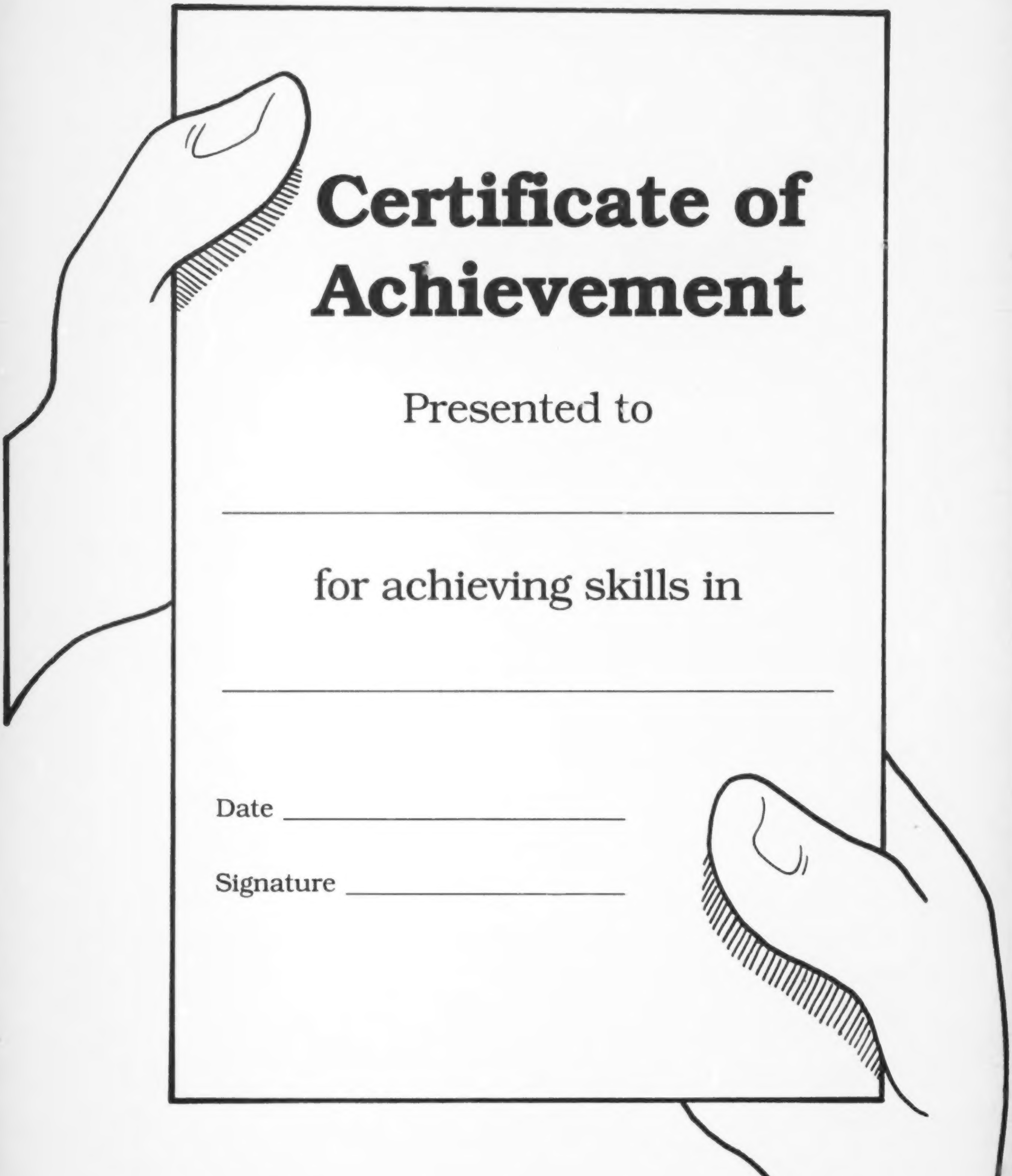


Certificate of Achievement

Presented to

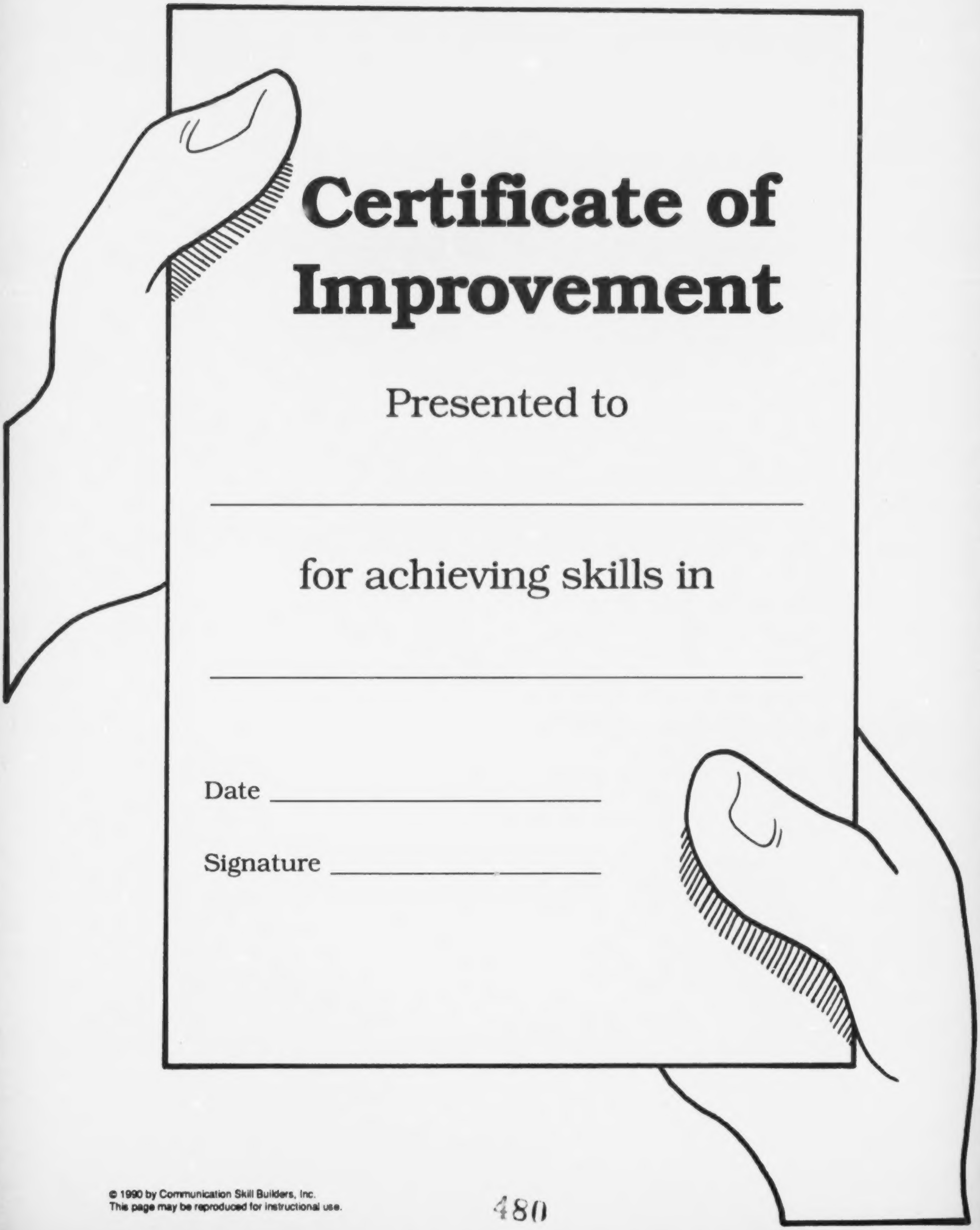
____

for achieving skills in

____

Date ____________________

Signature ________________



Certificate of Improvement

Presented to

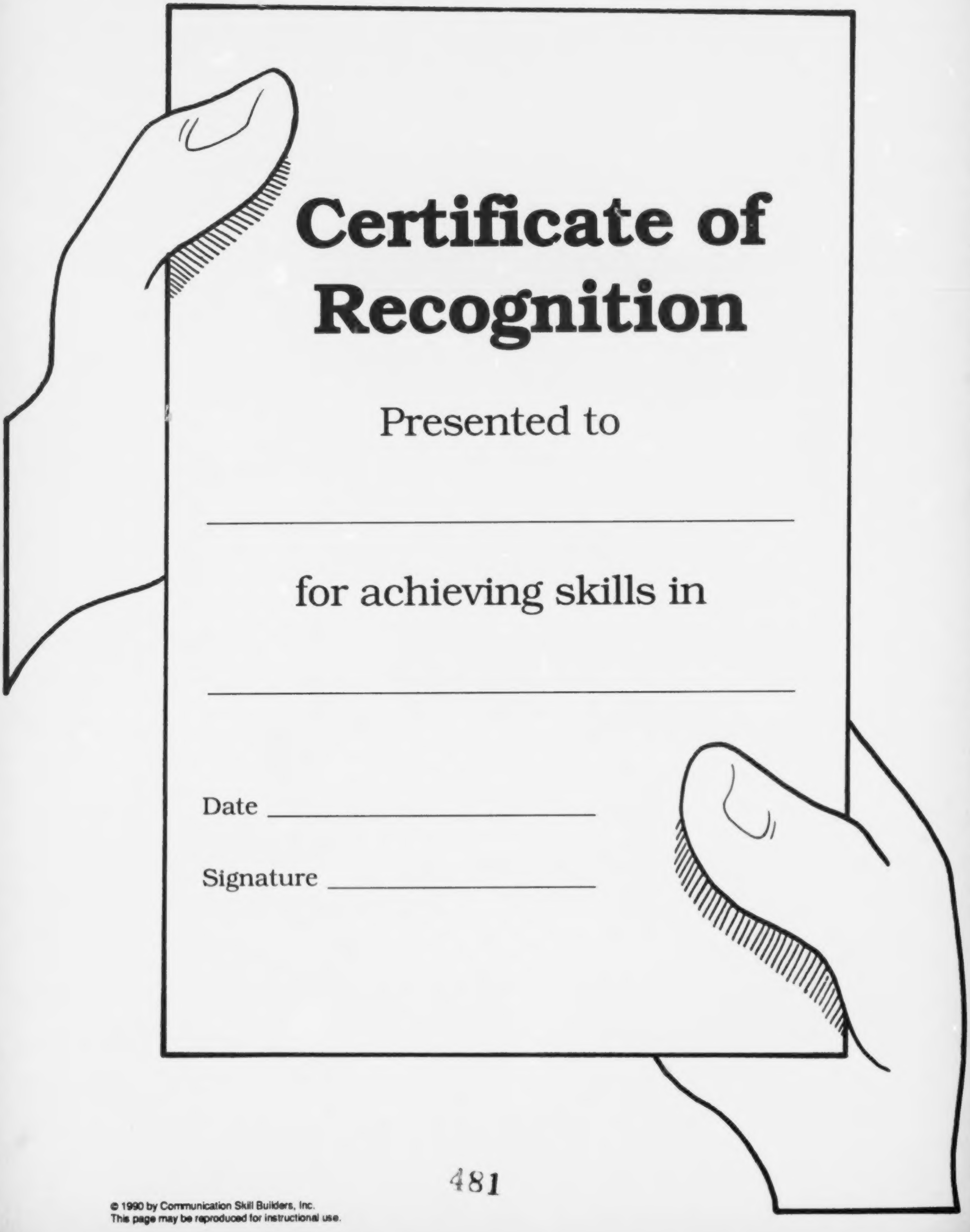
____

for achieving skills in

____

Date ____________________

Signature ________________



Certificate of Recognition

Presented to

____

for achieving skills in

____

Date ______________________

Signature __________________

Other materials by Anita Marcott Riley . . .

AFTER SCHOOL COMMUNICATION ACTIVITY BOOK (1987)

Now parents have new "hands-on" materials to help improve their children's communication skills at home. These practical, easy-to-use speech and language activities can be carried out while children are doing routine chores around the house. Fifty-six reproducible sets of activities are divided into three sections—pre-language, receptive, and expressive. Use the *After School Communication Activity Book* in parent workshops or teacher inservices as well. **Catalog No. 7389-Y $19.95**

EVALUATING ACQUIRED SKILLS IN COMMUNICATION (EASIC) (1984)

This five-level set of inventories evaluates language skills of severely handicapped children. Determine your students' abilities in the areas of semantics, syntax, morphology, and pragmatics. Save time constructing IEPs—the manual and convenient file cards list specific goals and objectives that correlate with inventory items. You'll have appropriate IEP goals at your fingertips.

Catalog No. 7212-Y $75

AUTISTIC BEHAVIOR COMPOSITE CHECKLIST AND PROFILE (1984)

This procedure presents 148 items in eight categories. It helps you establish and support a diagnosis of autism, prioritize problem areas for intervention, and follow a student's behavior over time. Includes 20 individual test booklets with instructions.

Catalog No. 7217-Y $19.95

Enhance language learning with . . .

STEPPING OUT WITH LANGUAGE

Classroom Simulations and Community Experiences (1988)

by Louise A. Belcher, M.A., CCC-SLP, Nancy S. Brothers, M.S., CCC-SLP, and Maureen F. Mitchell, B.S.

This unique classroom simulation curriculum helps students make the transition from classroom to community outings. Ten theme-based units using classroom simulations, vocabulary lists, photographs, and a variety of language activities help teach and reinforce socialization skills. Each unit offers objectives, preparations, testing, training procedures, and two community simulations for a specific community outing. Clinicians can use this resource effectively in therapy or with classroom teachers in team teaching situations. **Catalog No. 7530-Y $79.95**

ORDER FORM

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____

____

☐ Please check here if this is a permanent address change.

Please note previous zip code ______________

Telephone (____) ______________ ☐ work ☐ home

Payment options:

☐ My personal check is enclosed. Please add 10% for shipping and handling.

☐ My school / clinic / hospital purchase order is enclosed.

P. O. # ______________________________

Please add 10% for shipping and handling.

☐ Charge to my credit card. Please add 10% for shipping and handling.

☐ Visa ☐ MasterCard ☐ American Express

Card No. ______________________________

Expiration Date: Month ______________ Year ________

Signature ______________________________

Qty.	Cat. #	Title	Amount
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